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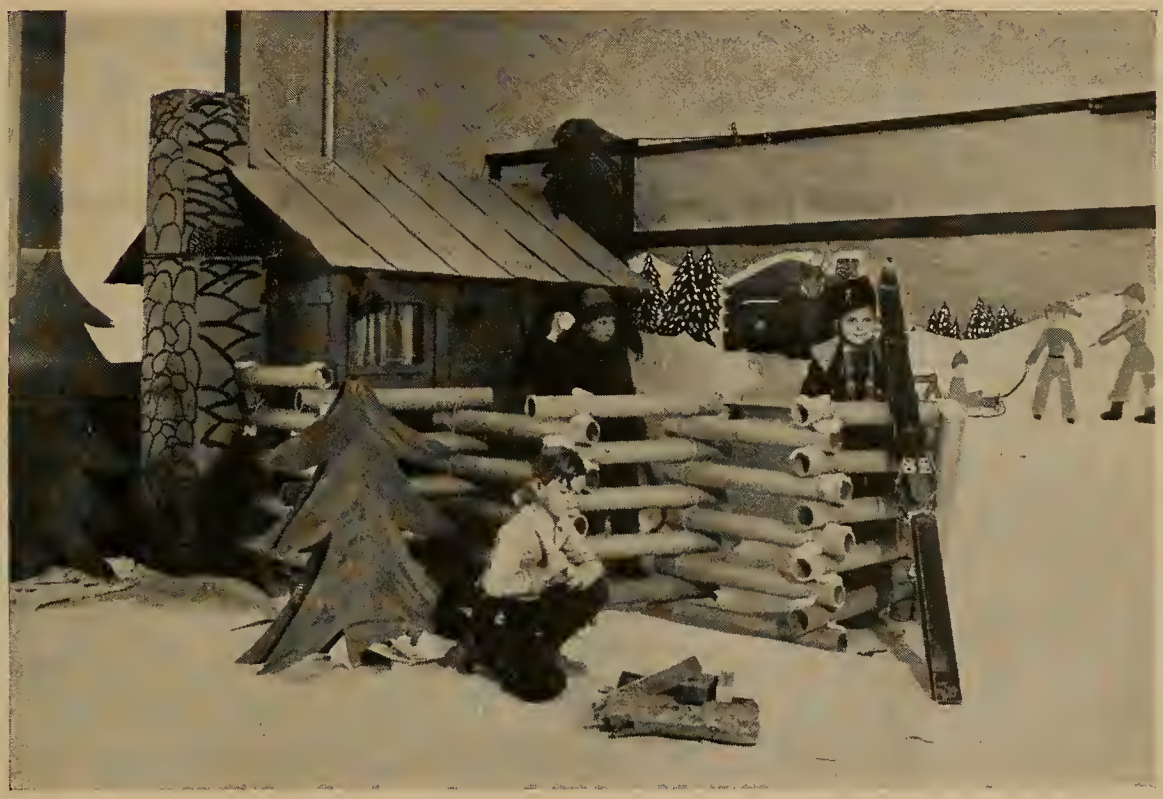
HISTORY PERIODICALS

The Western Journal of Education.

Founded in 1895 by Harr Wagner

INCLUDING OFFICIAL BULLETIN OF THE CALIFORNIA SCHOOL TRUSTEES ASSOCIATION



In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3

Western School News, Morris Wagner 5

A Mountain Unit, Lava Sughrue 11

Increasing Civic Pride in Rural Areas Through the Schools, E. R. Deering 9

Library News, Mabel R. Gillis 14

California School Trustees, Florence C. Porter 16

Book Reviews 20

January, 1940

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Timely Material For Social Studies

LING LING CHILD OF CHINA

By
Eva D. Edwards
and
Sung Sze-ai

Price, $1.25

People are people the world over, as this new story of life in China shows. Customs and manners may differ among them, but basic needs are seen to be the same.

In this warmly human story an American girl visits Chinese friends and has fun adopting the style of life among modern well-educated, city-dwelling Chinese. Through stories that are told and trips that are taken a good general understanding is gained of the many other phases of Chinese life.

Joint Chinese-American authorship makes this a book of valid information as well as an entertaining story. The manuscript of the book made several round trips across the Pacific for checking by its Chinese author, Sung Sze-ai.

Written at a high interest level with a fourth grade reading vocabulary the book will appeal to children from intermediate grades through junior high school.

Harr Wagner Publishing Company

609 Mission Street

San Francisco - - - - California

California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES IN THE EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Stafford

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Vol. XLVI, No. 1 San Francisco January, 1940

Jottings of a Traveling Bookman

By W. M. CULP

The music of the years must have an ever recurrent motif if one can correctly sense man in travail during the countless centuries he has struggled up from out of the mud. The story of old has the same starkness as that of the present. Differences lie only in the dressings of man's understanding and control of his environment. The centuries seemingly have brought only refinements of man's cruelty to man. Struggle of the Neolithic man for possession of what he wanted in order to live was not based upon self-justifications as is the case of the twentieth century man, heir of all the ages. Religion and knowledge have ever been linked with the struggle for power. Whether we approve or not, the strong of hand or mind inherit the land. Anno Domini 1940 enters upon a world resounding to the self-same strife which, if it continues in a mechanized world, will eventually end in total annihilation. The question of the hour is: can man ever use reason to solve his differences of man to man and race to race? The time is approaching when man must agree to live co-operatively or destroy himself entirely. After hearing educators talk for more than a quarter of a century of how knowledge is the solution to all evil and hearing priests of all creeds talk of the brotherhood of man, one can only hope that eventually a crusade of goodwill will sweep the world and bring a regime of live-and-let-live in peace, prosperity, and happiness. But if the law of life is ever youth, full manhood, decay and death, perhaps it is too much to expect mankind to do what his reason tells him should be done. Perhaps, struggle of man against man is the end of all being. At least January, 1940, makes all these things evident to leaders of all the peoples of the world. Educators claim they train the leaders. Evidently, they should make a change in their tactics. If they do 1980 might see a different world.

This being an unseasonable year as to climate all over the United States, with warmth and drought in sections during the fall months breaking all recordings of the past, it was comforting to have a regular New Year's Day with snow and cold in the Eastern part of the country and rain in the Western section. The hysteria of the first days of the European War has died down and the people of the United States are going about their customary business firmly believing that if they attend to their own affairs it can well be left to Europe to attend to hers.

Of all the places in the country to spend New Year's Eve San Francisco is one of the finest. San Franciscans from the earliest times always have believed in good cheer and on New Year's Eve practically everyone feels obliged to give the New Year a great welcome with noise, merriment and good cheer. It was wet outside and quite moist inside. But "Live and let live" is the San Franciscan's motto and "Enjoy life to the full" is his corollary. So Market Street was in all its colorful glory of lights and crowds and confetti and trooping people. The hotels from the Mark Hopkins and Fairmont on top of Nob Hill to the St. Francis and Palace downtown were jammed to the doors as were the night spots that always have flavored San Francisco's night life. The West always has the edge on its eastern neighbors because it can have the thrill of hearing the celebrations of four New Year's Eve's in the continental United States. And if San Francisco's greeting is symbolical of good times to come, this coming year will be one of satisfaction to everyone.

✓ ✓ ✓

The schools of California as a whole apparently are in the best condition of any in the United States from the financial point of view. We have heard no grief as to budget worries and the educational program is moving along quietly and efficiently. This is primarily because of the tax structure upon which the support of California schools is based. Adequate state support of schools is adopted as a constitutional amendment to the State Constitution. The schools have first call upon the tax monies. The schools are not a political football to take what is left after the Relief Grab Bag is filled. Other states eventually will have to come to adequate state support of the educational system. The theory of a state putting the money where the children are can hardly be denied as something that in the end benefits the total economy.

✓ ✓ ✓

H. Fred Heisner is in his first year as district superintendent of the Holtville, California, grammar schools. Mr. Heisner is an energetic young schoolman who came to the Imperial Valley from the Colton grammar school system, where under Superintendent John H. Waldron he acquired knowledge of how an excellent system is run. Mr. Heisner in his first years at Colton was in a teaching position and in his later years was a building principal.

✓ ✓ ✓

Edward Lee Hiteman, superintendent of the Imperial County schools, El Centro, California, has reorganized the County school office by appointing a new corps of assistants with the exception of the position of attendance supervisor, which continues under the direction of Roger M. V. Walton. The new deputy superintendents are Merle Hart, Mary Hart and Geraldine Moore. The school nurse is Eva Payson. In the instruction supervision department are Ruth A. Kepley, Olive G. Carleton, and Carmen G. Gibson.

A. R. Clifton, superintendent of Los Angeles County schools, continues to keep in the vanguard of educational progress in the administration of the schools under his direction. Head of the largest county school system in the West and assisted by the most numerous corps of assistants of any Pacific Coast county system, Mr. Clifton has been able to put across any forward looking policy that he has backed. The latest advance in supervision has been the pooling of the resources of the curriculum and the guidance departments toward the solving of common ground school problems. Now both a curriculum expert and a psychologist visit schools together and problems put before them are diagnosed by both experts with suggestions to the teacher or principal for the solution of the case. Among the curriculum field assistants are Bernard Lonsdale, Grace Adams, Helen Sue Read, and Mrs. Howardine Hoffman, who are co-operating in this work with the psychologists Dr. Elizabeth T. Sullivan, Mrs. Esther Grace Nolan, Mrs. Faith W. Smitter and Mrs. Sybil Richardson.

In forwarding the new Los Angeles County Course of Study, for the Seventh and Eighth Grades, Superintendent A. R. Clifton is sending Mrs. Lorraine M. Sherer, Director of the Elementary Curriculum Division of the Los Angeles County schools, to Chicago this January for several months to study at the University of Chicago with Dr. Daniel Prescott and his staff of collaborators the research materials in the Human Growth and Development Center of the American Council of Education. These materials, largely still unpublished, deal with the "Growth and Development of Adolescence." Owing to the fact that Los Angeles County is one of the large county educational systems in the United States and that Mrs. Sherer has headed up an intensive county curriculum program for the past ten years, Superintendent Clifton's department was selected to take part in the study of these materials. Mrs. Sherer will have the co-operation of three psychologists of the department in carrying out her research work.

Dr. Cecil D. Hardesty, deputy superintendent of the Montebello city schools, is developing a department of supervision for the system. Dr. A. L. Marble has been made coordinator of secondary schools and Dr. Richard E. Currier has been placed in charge as director of elementary curriculum.

Dr. Percy R. Davis, superintendent of the Santa Monica city schools, Santa Monica, California, owing to the fact that the school system for some years past has been operating on the pay-as-you-go basis has been able to reduce the tax rate eighteen cents, yet also has been able to raise the budget for operating expenses. Every city district in Los Angeles County except Santa Monica had to raise its school tax rate this year. And in addition, Santa Monica is back on a regular salary schedule with regular increases each year for years of service. During the past six years Dr. Davis and his board of education have entirely rebuilt the schools of the system at a cost of approximately $3,000,000. Each year $100,000 is taken out of direct taxes for building purposes and PWA grants have been used in the work. While this rebuilding program was going on the school system's bonded indebtedness was decreased. This year new PWA projects are under way with additions to the Roosevelt and Grant Schools.

On account of the warm weather in Southern California a movement is on among executives in Orange County to put back the opening of school to October 1. The plan originated in the Orange County Coast Association and the trustees of the Newport Harbor High School have already announced that they may defer the opening of their school till that date.

We have often wondered why bicycle riders of the younger generation deem it their privilege to break all rules of the road with perfect equanimity and expect the mere automobile driver to save both his and their lives. A movement in El Centro, California, sponsored by F. V. Ackley, city traffic officer, is worth considering. There are some 1600 boys and girls enrolled in the local grammar schools, the majority of whom ride bicycles. Under Mr. Ackley's direction children who ride bicycles are being given written examinations for driver's licenses. Already over 400 children have taken the examination. The plan for traffic officers in El Centro is to enforce strictly the traffic rules for cyclists after all of the children have been examined and have been made aware that there is such a thing as a bicycle rider's code to be lived up to.

President Fred Pierce Corson of Dickson College in a recent report to the board of trustees at the annual meeting in Philadelphia made some pertinent suggestions as to the use to be made of grants to the various colleges made by the State for higher education. He advocated that the grants be in the form of scholarships to worthy and deserving individuals rather than just grants to the institutions. Dr. Corson stated that "the interests of the economic less fortunate, democracy, higher education and the State would be much better served if grants to institutions were abolished except under the most extraordinary circumstances and scholarships on a merit basis set up for individual students to be used by them at the institutions of their choice in the State." In other words this indiscriminate building up of enrollments of colleges and universities is considered of much less importance than the training of young men and women who have the ability to profit by the work they receive at institutions of higher learning. Dr. Corson is more for training such people whatever their economic status and he is crusading to make this possible for those who otherwise could not go to college.

W. A. Macdonald in a recent issue of the *New York Times* has this to say about the non-cooperative attitude of professional people. In advocating that the trained people of the nation cooperate more actively he says, "The importance of the professions in the life of the country has pointed up several discussions of educators during the week"; and Dr. Keppel in his report as president of the Carnegie Corporation of New York suggests that the professions are coming to recognize this importance, even though "as yet there is little evidence that they or the lawyers or teachers or doctors or any of the others are alive to the responsibilities of combining their efforts, not alone with others of their own calling but also with those of all the professionally trained men and women of their communities."

Western School News

Edited by MORRIS WAGNER

PROFILE OF "EVA D."

The same humor and understanding which make her new book, *Ling Ling, Child of China* a huge success make Eva D. Edwards the best person to write a profile of herself, unwittingly though it happens to be. All we had to do was take choice excerpts from the letters she wrote in response to our request for biographical data.

"Eva D.," as she is known to her many friends, was born, she says, "some time in the last quarter of the nineteenth century. Will probably pass on some time during the twentieth. And may it be said that between these dates, 'She lived.' " Nobody can deny that.

She began to teach "first because it seemed the only thing to do, later because I really loved it. As to the when, suffice it to say it was a long time ago. 'Scarcely a man is now alive—etc.' Much more than half of my life as a school woman has been in the capacity of administrator or supervisor. The academic part of my preparation for life and work have had flavors of Berkeley, U.S.C. and U.C.L.A."

All of Miss Edwards' work has been in schools of Southern California outside of social service work with the A.E.F. in France, 1918-1919. After the war, she accepted the principalship in Covina for three years. Then for five years she was a rural supervisor in the desert area of San Bernardino County. She was general supervisor of Alhambra City schools under Forest Routt for six years when she was offered the principalship at Claremont, where she has been for seven years.

"Incidentally and mean times," she writes, "I have trailed about a bit, but always during the summer vacations. Alaska, Panama region, a lot of the U.S.A., the Orient, Europe three times, including a trip 'clear around' three years ago. That was the time I suddenly realized I'd better get back on the job on a certain day, so flew home from New York City. I find myself grinning yet when I think of that flight. I tried to look as though I was in the habit of flying across the continent every morning before breakfast. As we stood about the landing field waiting for the megaphone, a stout and agitated little woman, bursting with pride and excitement, accosted me:

"Are you flying too," she asked patronizingly.

"Yes," said I shyly.

"So am I. I'm going clear to Elmira, New York," she trilled. Then as a polite afterthought, "How far are you going?"

"To Los Angeles," I murmured, gently.

That was a moment in my life marked with a white stone.

Eva D. Edwards

Last summer a year ago I took a freighter cruise on the Spanish Main and up the jungles into Dutch Guiana. That was perhaps the best part of my vagabondage." (See THE WESTERN JOURNAL OF EDUCATION, October, 1938, "I'm For Freighters!" for the story of this trip.)

After such a chronicle it becomes hard to understand why Miss Edwards insists, in all good faith, that "there's nothing really interesting about me—unless it's Gwendolin (a pet turtle). She's part of my desert past. I came by her fifteen years ago when I was supervising the Mohave Desert schools. The children were telling me about their pets. "Indeed I'd like a turtle!" I babbled, as school teachers will. Gwendolin was one of the twenty-four that were offered. Children in the desert have rather bleak lives unless they are helped to get all they can out of the things around them. There are not many things that they can have for pets. For fifteen years Gwendolin has summered in my garden and wintered in a book case. She eats lettuce in the summer. She fasts in the winter. She drops out of circulation 'long about October and spends the time from then until March or April in a corner of a book case. Seems to prefer that plan to going on relief. On the whole I know of no one who has learned 'how to take it' as well as Gwendolin has."

When she has retired from school life, "Eva D." promises she will write a book on "How to Live Graciously on $45 a month." It will include such reminiscent chapters of her past as "Wild Parents I Have Known" as well as chapters drafting a benign future.

Miss Edwards met Sung Sze-ai, joint author of *Ling Ling, Child of China,* on one of her trips to China. The two became fast friends as well as co-authors. After Miss Edwards returned to the States she corresponded with the Chinese co-author for three years in the long hard job of collecting and assembling the factual information which is the basis of the story. Chief difficulty was in getting the manuscript safely to and from war-ridden China. On several occasions various chapters were entrusted to missionaries returning to China for safe delivery to Sung Sze-ai in Shanghai.

Despite its hard birth *Ling Ling, Child of China,* has emerged a delightful story of an American girl seeing China through the eyes of her Chinese friends who are modern, well-educated, city dwelling Chinese representing the leadership of New China, rather than "picturesque Old World" Chinese who have provided most of the story material hitherto. Under the Camphor Tree on the Shanghai campus the American girl hears many Chinese legends and learns of customs and traditional practices. Through trips that are taken she gains a good general understanding of the many other phases of Chinese life. Because it is written at a high interest level, with a fourth grade reading vocabulary, the book is valuable for remedial reading in slow groups in junior high school. One of Miss Edward's chief interests in her own school has been in remedial reading. She has given individual aid to her pupils outside of school as well as in the classroom, having them work singly or in groups according to their needs.

Miss Mary O'Bannon is president of the Berkeley Elementary Principals Association. Miss O'Bannon entered the Berkeley schools in January, 1906, as a teacher. She has been principal of the Jefferson Elementary School since 1907.

E. R. DEERING INITIATES PLAN TO DEVELOP COMMUNITY PRIDE

It was at the recent Sacramento Institute that we first heard E. R. Deering's interesting plan for arousing children's pride in their own locality. The plan which was carried out in Siskiyou County with success is described by Mr. Deering in this issue of the JOURNAL.

E. R. Deering

Mr. Deering graduated from Chico State Teachers College July, 1925. He received his A.B. from Chico State College July, 1935. From September, 1925 to June, 1927, he held his first position as vice-principal of Yuba City Elementary School. He then went to the McCloud Elementary School as district superintendent. In September, 1930, he became district superintendent of the Dunsmuir elementary schools. From January, 1939, to the present he has been general supervisor of Siskiyou County elementary schools under the superintendency of Miss Mildred Grant.

SPRING VACATION AND COLLEGE CREDITS IN THE MOHAVE

"We have been talking about another session in the desert ever since our last successful one several years ago," writes P. Victor Peterson, Director, West Coast School of Nature Study.

"As a matter of fact, we have promised many of you that we would head in that direction the first time our spring vacation coincided with that of the public schools. Finally, after years of waiting, the schedule makers have favored us, and this year we are all set for—Death Valley during Easter vacation." Activities planned for March 17-23 are: instructional trail trips in the mornings (nothing strenuous though, the director emphasizes), sight-seeing jaunts to all major points of interest in the afternoon; and in the evenings, informal fireside lectures and entertainment. The West Coast School of Nature Study does not "rough it." Accommodations and meals are of the best. Two quarter units of college credit are granted for participation.

College of the Pacific, on the other hand, is planning definitely to "rough it" in an expedition to the Mohave March 16-24 under the direction of Dr. A. T. Bawden and Professor J. H. Jonte. The expedition will travel by automobile in caravan style, the food, bedding, water, and fuel being handled on trucks. Members of the party will sleep out in the open, providing their own blankets. Credit may be earned by presenting a report based on reading and observation.

SAN FRANCISCO THEATER NEWS

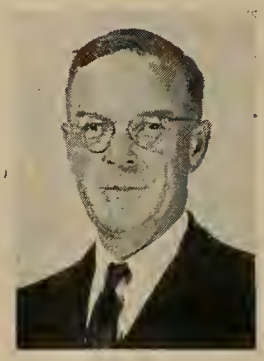
A dramatic event of the first magnitude in San Francisco is the engagement at the Geary Theater of Maurice Evans, whose company began a two weeks' engagement January 15. This is the production of *Hamlet* in its entirety which won more praise last season in New York from both critics and public than any other Shakespearean production in our time. John Mason Brown of the *New York Post* declares that Mr. Evans is "the finest actor of our time," and Brooks Atkinson of the *New York Times* reports, "No one has really seen *Hamlet* until he has sat enthralled before this uncut version." The distinguished company which supports Mr. Evans includes: Mady Christians, Henry Edwards, Carmen Mathews, Raymond Johnson, John Barclay, Donald Randolph, Rhys Williams, Sydney Smith, and Donald Cameron. Playgoers should note particularly that because of the length of the performance the curtain at evening performances will rise promptly at 7:30 and at Wednesday and Saturday matinees, 1:00.

The New York musical hit, *I Married An Angel*, with Dennis King, Vivienne Segal and Karen Van Ryn in the leading roles, opened January 14 at the Curran Theater. Music by Richard Rodgers and Lorenz Hart, settings by Jo Mielziner, and production by Dwight Deere Wiman make this one of the most entertaining musical comedies ever to visit the Pacific Coast.

I Married An Angel is one of the most important productions that Mr. Wiman has made in his highly successful career as a Broadway producer. For one solid year it packed the Shubert Theater in New York City and later on in Chicago duplicated its New York success. The company's engagement in San Francisco is limited to two weeks.

FREE PHOTOGRAPHS OF STUDENTS AVAILABLE FOR SCHOOL RECORDS

Charles W. Beers, for many years one of Rand McNally's bookmen, has established a new business of his own during the past year known as the Identification Photograph Service. The service supplies individual photographs of students to be kept along with permanent scholastic records and other personal records which the schools have on file fo rall of their students. A specially built camera is



Charles W. Beers

used to take pictures of as many as five hundred students per hour so that there is very little interruption in the school program. The service to the schools is free; the cost of the pictures suppied to them is covered by the charge made for additional photographs sold to the students themselves or to their friends and parents. The photographs are available to all schools, both public and private, and at any level—elementary, secondary, or college.

Mr. Beers writes of the service, "The use of small photos of students on permanent record cards as an administrative aid to principal and counselor in assisting them to associate names with students is becoming more and more popular. So often the student is known either by sight or by name alone; a photograph serves to link the two."

One principal wrote of the value of the service to his school: "When letters of inquiry, requests for recommendations, or other demands for information come to us, a glance at the student's picture often recalls characteristics, personal traits, and other items which the printed record does not give, and enables us to determine much more accurately the character of our response."

Further information may be obtained by writing to Mr. Beers at 293 Arlington Avenue, Berkeley.

DO WE REALLY BELIEVE IN DEMOCRACY?

If we do, and if we are really determined to teach our young Americans some of the fundamentals of the democratic way of life, the announcement of Negro History Week will give us an opportunity to implement our teaching with a mass of material that bears directly on the problems of practical democracy. Probably no social studies teacher today fails to point out the contrasts between an authoritarian, dictatorial form of rule and the free processes that govern life in a democracy, in *our* democracy. Have we the courage to point out as well some of the areas in which our democracy has failed to function according to our formula?

Can we explain how, under a constitution which grants its citizens universal suffrage, hundreds of thousands of bona fide citizens are totally deprived of the ballot? Why thousands of children, for no reason except pigmentation, are deprived of the equal educational opportunities our democracy so persistently proclaims? Why we laugh scornfully at the fantastic race theories of another people, while we blindly accept race theories no less fantastic and docilely build them into our social structure? Why we cry out with horror at the persecution of racial minorities *in other lands,* and silently accept *in our land* a minority bearing a cruel burden of implicit persecution?

If we have the courage to teach not only the ideals of democracy but its practical problems, we shall have an opportunity made to our hand by accepting the offer of the Association for the Study of Negro Life and History to supply bibliographies, bulletins, and other materials as a basis for the realistic study of the greatest problem of the democracy we are so determined to defend.

A few references to recent current publications will indicate some phases of negro life of immediate interest. The Yearbook Number of the *Journal of Negro Education,* July, 1939, published by Howard University, Washington, D. C., is probably the most valuable single source of information on the contemporary problems and accomplishments of the negro in the United States. The single quarterly issues of this magazine are full of discussions of everyday negro problems. *Survey Graphic,* October, 1939, has a stirring article, "Schools For A Minority." *Education For Southern Citizenship* is a bulletin published by the Conference on Education and Race Relationships.

NEGRO HISTORY WEEK
February 11-18
The fifteenth observation of a week for intensive study of negro history and the problems of the negro in the United States.
Sponsored by the Association for the Study of Negro Life and History
For posters and literature, address
C. G. Woodson, Director
1538 Ninth Street, N. W.,
Washington, D. C.

EXAMINATION FOR ASSISTANT CHIEF, DIVISION OF ELEMENTARY EDUCATION

February 3 is the date set by Louis J. Kroeger, Executive Officer of the Personnel Board, for an examination for Assistant Chief of the Division of Elementary Education, left vacant by a recent resignation. The competitive examination is open to both men and women and is for employment with the Department of Education, working directly under the Chief of the Division of Elementary Education. The position pays a starting salary of $260 per month.

The minimum qualifications for the job include a master's degree; a general elementary teacher's credential and an administrative credential as an elementary school executive or superintendent of schools, and at least 3 years of experience in elementary school administration; or some other combination of education and similar experience.

The work of the job includes studying and preparing reports on administrative practices, and on teaching methods in elementary schools, and assisting in the planning of a State program for the improvement of administrative practices of the State. It also includes assisting in enforcing the provisions of the State School Code and the rules of the Department of Education regarding the organization of elementary schools.

Applications for the examination must be on file with the State Personnel Board by January 24. Further information may be obtained by writing to the State Personnel Board, Sacramento, or to the branch offices at San Francisco and Los Angeles in the State Buildings.

Remedial Classroom Drills for Correct Language Usage

SPOKEN DRILLS and TESTS IN ENGLISH

(Oral Language Practice Series)

By Mabel Vinson Cage

A New and Enlarged Edition of this Widely Used Practice Book

PRICE, $1.25

Aim: to establish lasting habits of correct speech.

Method: oral practice lessons and habit tests are based upon the belief that correct language can be learned only through ear training.

Other books in this series, *First Drills in Oral Language* (90c) and *An Oral Language Practice Book* (90c) provide corresponding material for grades 3 and 4, and 5 and 6, respectively.

A New Type Remedial Reader

DESERT TREASURE

By

Helen Heffernan
Irmagarde Richards
Alice Salisbury

PRICE, $1.25

Reading level: fourth grade.

Interest level: seventh and eighth grades.

First half of book: twenty chapters of continuous story — a "western mystery thriller," sure to hold the interest of the slow reader.

Second half of book: twenty short chapters of interesting facts, supplementing the story.

Ample and varied lesson plans: correlating story and supplementary material, chapter by chapter.

Harr Wagner Publishing Company
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San Francisco - - California

A COMPREHENSIVE PROGRAM FOR CONSERVATION EDUCATION IN CALIFORNIA

J. D. Studebaker, U. S. Commissioner of Education, has said: "Information about conservation and the building of attitudes toward plans for re-creating and conserving our abundance should come through our system of organized education. The work needs to be greatly expanded, vitalized and integrated in elementary and high schools and colleges. The subject can be adequately treated only when the concepts of conservation are made a fundamental part of curriculum planning."

Walter F. Dexter, Superintendent of Public Instruction, California, has written: "I am in accord with your suggestions and for that reason will be glad to encourage your program during the coming year."

The California Conservation Council proposes this program for your consideration:

A. Curriculum Emphasis on Conservation Education

1. Conservation and Nature Study in the Curriculum of *Elementary* and *Secondary Schools* and in *Teacher Training Institutions* in both regular and summer sessions, with the encouragement of the State Department of Education and the U. S. Office of Education.

B. Preparation of Leaders

2. *A Survey Course* on Conservation of Natural Resources in every institution of higher learning in California — Junior Colleges, Seminaries, Colleges and Universities.
3. *An Annual Institute* on Conservation of Natural Resources and Planning to be held on the campus of at least two colleges or universities; one in Northern and one in Southern California during the summer session, on consecutive dates, so that outstanding leaders may be available for both programs.
4. Encouragement of Summer or *Vacation Schools* of Nature Study now sponsored by Santa Barbara, San Jose and San Francisco State Colleges.

C. Cooperation of Organizations

5. Encouragement of more Conservation Activities and Nature Study in the *Junior Groups*, such as The Future Farmers of America, 4H Clubs, Boy Scouts of America, Girl Scouts and Campfire Girls.
6. Stimulation of interest and participation in conservation problems by all possible types of *Adult Organizations* through (a) Appointment of standing committees on conservation; (b) Discussion at regular Conferences or Conventions; (c) Articles in organization publications; (d) Distribution of factual material to leaders.
7. Cooperation and participation of *all agencies* in some public interest arousing activity such as the present *California Conservation Week*, March 7-14, sponsored by the California Conservation Council.
8. Preparation and dissemination of *factual information* and *visual educational material* concerning the natural resources of California and the United States by public agencies, educational institutions and others, in the form most useful in schools or for the use of the general public.

NEW OFFICERS, BAY SECTION CALIFORNIA TEACHERS ASSOCIATON

E. G. Gridley, Secretary of the Bay Section, C.T.A., announces that the newly elected officers of the Section are:

President: Miss Frances Yale Libbey, principal-teacher, Lincoln School, Stockton.

Vice-President: Henry C. Hall, district superintendent of schools, San Bruno.

Secretary-treasurer: Earl G. Gridley, Room 220, No. 15 Shattuck Square, Berkeley.

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AMERICAN SPANISH TEACHERS' ANNUAL MEETING

The meeting of this national group in San Francisco during the December holidays had more than the usual significance of an annual conference. For this year, in addition to their role as language teachers, this body of educators realize that they have been caught into a great and vital international movement, primarily cultural in its aims, but inevitably involved with economic and political trends of immense importance.

This aspect of their professional program was attested by the presence at their conference of Mr. Ben Cherrington, Chief of the Division of Cultural Relations, Department of State, who came from Washington to speak before the Conference group. He stressed the importance of the language program to the whole program of better cultural understanding between the peoples of the western continents.

Miss Mary Peters, presiding as president, called attention to an interesting symbolism pointing toward this union of cultures from English and Latin sources, inherent in the program of the American Association of Teachers of Spanish.

"This privilege is symbolized, here, in the very gavel and block used tonight and throughout today's sessions. The gavel is of olive wood from the Mallorca home of Father Serra, and the block is a bit of wood from the old staircase of Sulgrave Manor, the English home of George Washington's forebears.

"It seems most fitting that thus England and Spain, who laid the first firm foundations of our beloved Republic, should be joined in calling together this present generation in a reaffirmation of our grateful debt to them."

Other distinguished guests of the Association were Senor Mario Planes, consul for Chile, who gave an address before the business session, and Senor Juan G. de Molina, consul general of Spain, who addressed the banquet meeting. The consuls of Bolivia, Colombia, Venezuela, El Salvador, and the Dominican Republic were among the guests at the banquet.

Speakers on the program included several local teachers: Dr. Juan B. Rael, Stanford University; Guy B. Colburn, Fresno State College; Mrs. Maurine Marsh, San Mateo Junior College; and Miss Margaret Girdner, Supervisor of Texts and Libraries of the San Francisco Schools.

Increasing Civic Pride in Rural Areas Through the Schools

By E. R. Deering
Rural Supervisor, Siskiyou County

This is the story of a county wide project on civic pride. The project has been titled "*Increasing* Civic Pride" and not *creating* or *establishing* civic pride because it is our belief that everyone has some degree of civic pride. It merely needs to be developed and increased. Civic pride may be defined as: one's interest in his community as a place, and one's interest in his community's welfare.

The attractions in a community have a heavy bearing on its ability to hold the interest of its people. If the people are kept engaged in wholesome activities their interest is maintained.

In the urban centers there seem to be more attractions for most people. There is the ever present excitement which is created by the crowd. There is much professional entertainment, a variety of theaters, churches, parks, schools, and other man-made attractions. There are usually factories, industries, and business opportunities which result in more employment. These attractions are always given high publicity to attract people further. Almost anyone can find leisure-time activity in the city which holds his interest and automatically instills in him a good degree of civic pride.

Our rural areas have fewer and different types of attractions to interest the people. They do not have the excitement of crowds. They have very few man-made attractions with which to be entertained. They do not have factories or places of mass employment. The rural areas *do* have many natural phenomena, plenty of open spaces, and wholesome country atmosphere. Unlike the urban centers, however, the rural areas are not given high publicity for the attractions they do have.

Our desire in Siskiyou County, a rural area of 7,256 square miles, was to increase civic pride, being fully conscious of the preceding facts. The first step was a visit to all rural schools, during which a project was suggested. Before the activity of the project was proposed, a strong appeal was made to the children to appreciate the fine things which their respective communities already possessed. The children were urged to get acquainted with these things in their respective localities.

It was suggested that field trips and excursions be made to get better geographical and esthetic pictures of the districts. To attempt to discover why regions were naturally wet or dry, why they produced grain or fruit, livestock or minerals, was one purpose. A study of the prevailing winds and other weather conditions, and the making of weather charts, wind charts, and weather predictions was another suggestion. The children were interested in the proposal to make local studies of birds and wild life, of flora and minerals, and of all natural phenomena. They were also enthusiastic about proposed inspections and studies of local industries, mining, and farm pursuits. A suggested study of the recreational activities and of the topography and weather conditions which affect them was well received.

After this complete survey of the localities was made the next step in the project was ready for introduction: the erection of identifying signs, one to be placed at each school house. In the construction of these signs the first consideration was the search for original ideas: ideas which would not only make attractive signs but ideas which would be characteristic of the communities. With the knowledge of the activities of their localities already in mind, the children presented many ideas for original signs. The fact that sixty-four of the sixty-eight rural schools in the county erected signs is evidence of the popularity of the project.

Of course the matter of making these signs was entirely voluntary but it was made into a contest. Photographs were made of all entries and presented to three judges who selected the best on the following basis:

1. Significance of region or regional activity	400 points
2. Originality	300 "
3. Excellence of work	
(a) Art work	100 "
(b) Hand work	100 "
4. Craftsmanship	100 "
Possible total	1,000 "

Two signs received 900 points each so there was a tie for first place. One of these signs consisted of a large star mounted on a seven foot post. The star represented the star on our state flag and also the Lone Star for which this school was named. The star was gilded to represent the gold mining of the region. Atop the star was an arrow, about 1" x 4" and 24" long. In this arrow were carved the words Lone Star School. It was painted green to symbolize the green pastures of the region. The arrow was connected to the star by two carved wooden chains of three links each. The chains typified the near-by logging industry. Mounted on the very top of the sign and

Signs made for the Quartz Valley and Oro Fino schools. Each is significant of the region in which it is located.

attached to the arrow were the carved figures of a cowboy, a calf and a lamb. These figures were typical of the district and the lamb and calf were painted white symbolizing the purity and cleanliness of this region's dairy industry.

The other prize winning sign was the replica of a large cow-bell cut from a piece of sugar pine about 1" x 24". Dairying is the principal industry in this, the Meamber District. On the face of the cow-bell was printed the word Meamber, in one corner was painted a milk pail, and in another corner was painted a sheaf of wheat. The bell was suspended by a leather strap about eight inches wide which represented a stock collar. The strap was fastened around a small log. The log represented the logging in the near-by woods. The entire sign was swung from a long length of halter chain which was stretched between two trees at the entrance to the school yard. The chain was to typify the logging industry and also the livestock industry.

Quartz Valley School built a rock platform about two by four feet in base and three feet high. On this platform the children placed a piece of quartz which they had sawed into a round section and in which they had carved the words Quartz Valley School. The depressions made by the letters were gilded.

Big Springs School built an elaborate monument of lava rock. The children took pictures of each step in the making of this sign. When it was complete they had a dedication ceremony to which the patrons of the district were invited. The corner-stone was laid in true architect form. and the pictures of the building with the names of all the children who participated were sealed in a can and cemented into a void left for the purpose.

Oro Fino cut a diagonal section from a large cedar log. The children carved the words Oro Fino School in the end together with the date 1870 which was the year of the founding of the school. Each letter and number was filled with concrete, and gilded stones were imbedded therein. The gilded stones represented nuggets of "fine gold."

Other signs were made by cutting willow or manzanita branches and forming them into letters, the letters being tacked on boards making the names of the schools. Bark from trees was also used in a similar manner. Another popular method was to paint scenes symbolic of regional activities on boards.

Contest prizes were publicity for the communities having the winning signs. It was agreed to publish the photographs of the leading signs in the county newspapers together with the photographs of the children who had made them. It was further promised to send the same photographs to the *Sierra Educational News* for publication. The entire project was completed with the feeling that the children had increased their degree of home interest and desire for the welfare of their respective communities.

The activity is now being followed up with the idea of expanding this community pride to a county wide margin. It has been suggested that the children of each district write letters to the children of other districts in the county. They have been urged to ask questions in these letters: questions regarding the regional industries, the recreational activities, the climate, and natural attractions. It was also suggested that children make other district exchanges such as minerals, flowers, leaves, and photographs. The slogan in this activity is "Know Your County." After a good understanding of the physical aspects of the county is gained it is expected a study of county government may follow.

With a knowledge of the county government as well as its physical aspects it can be forcefully pointed out that although the county is a larger unit of government it is dependent on the local community. It can also be shown that the community is dependent on the county.

It is planned to follow the "Know Your County" project with a "Know Your State" activity. Correspondence and exchanges with schools of other counties will be the starting point. This activity will bring a comparison of urban centers with the rural areas. It will be a major object in this program to show that the rural area is dependent on the urban center and vice versa.

A statistical point which may be used here is the fact that, "farm population produces 50% more births than are necessary to replace the deaths. Cities have more deaths than births."* It follows that cities offer employment to rural youth but the rural areas offer the cities the youths. One is dependent on the other.

To expand the program still further it is planned to conduct a "Know Your Nation" activity. In this expansion, letters may be exchanged with children in each of the other states of the union. Children are collectors instinctively so it is planned to suggest that by schools they attempt collections of rocks, one rock from each state. It will also be suggested that a collection of state flowers and pictures of state birds be made.

The next objective will be to show how the nation is dependent on the state, the state dependent on the county, and the county dependent on the local community. The plan may be continued to a "Know Your World" program. It seems that the more comprehensive the program is made the greater value it will have in increasing civic pride.

* "A Policy for Rural Education in the United States." National Education Association bulletin, April 1, 1939.

Another of the signs symbolic of regional activities.

The Junction School.

A Mountain Unit

By Lava Sughrue

Director of Elementary Education, San Bernardino, California

In many sections of California children live close to the mountains. Many other children have the opportunity to go on week-ends to the mountains. These California mountains should become the source of many fine experiences which should carry over to our classrooms. In our particular school the third grade teachers from time to time have attempted to use the mountain area as means of extending the environment of their classes beyond the home and immediate community. As the units of the various groups have developed significant experiences have been recorded. This is a typical unit of groups on this level.

Stimulating Interest and Thought For the Unit

One autumn day the children of the third grade were taken in the school bus for a trip through the San Bernardino Mountains some twenty miles away. The children had many delightful experiences, among which were: going through a cloud, being above the clouds, seeing the clouds cover Lake Gregory, seeing the clouds lift with the glints of sunlight in a never to be forgotten sunset. Many worthwhile experiences were also gained for stimulating creative thought and expression and getting emotional responses. The children walked among the pines, rested under tall trees, smelled their fragrance, felt the needles, listened to the wood sounds, the rustle of leaves, the running water, felt the mountain breezes, took a high look out over the valley, saw the trees shining with drops of water after a soft shower. Trees and plants were of great interest. Many questions were asked concerning animal life.

Setting a Background for Study

The children returned enthusiastic about the mountains and anxious to talk about the things they had seen and done. Their specimens were arranged in order that all might be shared with the group. After informal discussion, it was evident that the children were interested in knowing:

How did the mountains get here?
How big are the mountains?
Are there mountains in every country?
What good are mountains?
Why is there snow on the mountains and no snow in the valley?
What is a valley?
Why does the river stay in the valley?
Why are there lakes in the mountains?
Do people like the mountains?
Do people live up there all the time?
What do they do?
How do people make roads in the mountains?

Learning Through Visual Aids and Graphic Representations

Children began bringing other material on the mountains. Mountain equipment, specimens of rocks and plants were readily collected. Pictures pertaining to the mountains came for the bulletin board. These helped to identify the different land and water forms as mountain peaks, canyon, valley, waterfalls and watershed.

Still-films of mountains, especially of the national parks, were shown and the Alps of Switzerland were presented to give a deeper appreciation. Automobile maps of our mountains were brought and read. The High Gear Road was mapped through a large frieze.

Children began making a pictorial representation of Lake Arrowhead Village in the sand table. They called it their map. A large graphic representation of the San Bernardino valley and surrounding mountains was started to locate salient points, peaks and passes. The drainage was also depicted.

Plant collections grew until children came to know something of the following growths:

Lodge pole pine	two needles
Coulter pine	three needles
Jeffrey pine	three needles
Knob cone pine	three needles
Yellow pine	three long needles
Sugar pine	five needles

Juniper	Wild walnut
Incense cedar	Laurel or bay
Big Cone spruce	Mountain mahogany
Canyon oak	Alder
Black oak	Manzanita
Scrub oak	Chinquapin
Dogwood	Milkweed
Willow	

These mountain plants were used regularly for decorative arrangements. The flaming dogwood leaves in all their glory of the fall were a source of joy to many who had never known their beauty.

Beautiful Christmas arrangements were made. A favorite one was that made of pine cones with lichens tucked among them, a bit of cedar for greens, all placed on a large piece of bark which cupped slightly as a container.

Scrapbooks of mountain animals and their habitats were compiled by the class.

Learning Through First Hand Experiences

Forest Service Station Excursion:

Among the worthwhile experiences enjoyed by the children in their search for information on the mountains was their trip to the Forest Service Station with the teacher. When asked what they wished to see first they indicated their desire to know how the fires were located. The children had very recently seen a disastrous forest fire in this vicinity. The group was then taken into the office and shown all the equipment that is used in locating a forest fire.

All the highest peaks in the mountains have look-out towers on them. Men are placed there to locate any smoke there might be. The instrument which they use in locating the exact spot of the fire is called an Osburn Fire Finder. When they spot the fire they call in their readings to the station. They can either call in by radio or by telephone. The radio used in the forest service is affiliated with the County radio station and the Sheriff's radio. It is station KSBC. They also have their own telephone system. Each of the look-out towers and every other forest station is connected with this telephone system. Each station and each tower has so many rings for their number.

After the readings have been called into the station, the siren is blown and all of the men gather in front of the garages. In the office they have an enunciator with a loud speaker on the corner of one of the buildings. After all of the men have gathered they are given full details and directions. Each one of the men is assigned a definite truck, and so when the directions are given they tell the different trucks where to go and the men are ready to go with the truck to which they have been assigned. All of the trucks are equipped with radios. The smaller truck, No. 8, is also equipped with a two-way receiving set so that they can talk back to the office, as was demonstrated to the children. These trucks carry pressure tanks of water and hose.

After every fire all of the hose must be washed out and put up on the hose tower to dry thoroughly before being used again. These hose are all lined with rubber and if they are not well cared for they will rot. No matter how tired the men are or how long they have been out on a fire they must fill the truck with water, gas, and oil before they put it away. They have about twenty men on duty all the year long at this station.

Contrary to belief, a wet year is the most dangerous year for forest fires. The reason for this is because the rain makes the grass grow so much faster and there are likely to be more fires. But when there is a dry season the grass does not grow so well and there will probably be fewer fires.

Flooded Area:

When mountain waters caused disastrous flood in the valley, children were taken to vantage points to study power of water and the effect of erosion.

Grinding Rocks:

Parents took some of the children to the Grinding Rocks. This is a most interesting field of several acres filled with the flat stones that were formerly used by the Desert Indians. These stones are among the fine oaks of the San Bernardino Mountains, just north of Lake Arrowhead. To this spot came the Desert Indians every fall to gather and grind the acorns.

These acres are full of the "metate" rocks, which show clearly the use of the pestle on these stones. The placing of these stones gives evidence of where the Indian squaw probably sat while she ground her meal. Many of these stones have been removed, evidently for museum purposes. The Women's Club of San Bernardino has now erected a monument on the spot in memory of the Desert Indians.

Learning Through Reading

Reading to find out more about the mountains was started soon after the first trip. Much basic information was gained by teachers and pupils reading together. Extensive and enthusiastic searching through books was carried on throughout the unit to answer such puzzling questions as: Is this a Jeffrey Pine? Where can we find a snow crystal? What is a timber line? Is this a volcano? Newspaper clippings of life and activities in the local mountains were eagerly brought to school to be shared with the group. Many new words were added to our unit vocabulary as the activities progressed.

Learning Through Experimenting

The interest in snow sports led into a comprehensive study of the weather. The children's activities follow:

Kept a Weather Chart, recording both weather and temperature. Time of highest and lowest temperatures noted.

Forecasted the weather and compared it with that of the daily paper and that of the day itself.

Placed an outdoor thermometer in the window so that outdoor as well as indoor temperatures could be studied.

Experimented with the circulation of air in a room. Made tissue paper streamers, tacked in the window both at top and bottom.

Compared circulation of air outdoors to that of a room.

Observed sponge in saturation point.

Observed condensing of air on cold tumbler.

Compared sunshine of this locality with other places.

Observed the winds. Noticed types of weather the winds bring.

Observed frost: evaluation and importance of forecast to an orange grower.

Observed rainfall: why some of the water eventually falls as snow; San Bernardino rainfall as compared with other places.

Made a rain gauge.

How rain is made was illustrated by observing condensation on a glass of cold water or a window pane in the school room.

Basic information coming out of this study of weather included observation of vapor, clouds, dew, fog, frost, rainfall, and snow, and the relation of mountains to these forms of condensation to precipitation.

Learning Through Dramatic Play

One group secured a pup-tent, sleeping bag and camper's pack-carry. They put the tent up in the patio, saw how the sleeping bag worked. They decided to make one of burlap. The boys said they could bring gunny sacks to school. The girls were to bring needles and thread to sew the sacks together. They wanted their tent to be large enough to use. Possessing this tent led to the erecting of a real vacation camp with all of its necessary accessories. Here the children became interested in camping and carried on extensive dramatic play in their tent for many days. Other equipment for camping was gradually brought and made as the needs were felt. Camp tables, stools and cooking utensils, dutch ovens filled this real camping scene.

Dramatic play continued day after day. Sometimes there was an accident. Then the highway patrol went into action. One group of boys insisted on being the road gang at work on the highway. Again, there was the hunting party all thrilled by securing game in season as the deer or quail. There was the camp picnic with potatoes cooked in tin cans placed in sand, covered with hot ashes.

As the weather changed and the mountains were covered with snow, interest in snow sports became dominant. The summer camp was changed to a winter cabin. A real cabin was built large enough for life activities. All necessary furniture and furnishings were again supplied, even to the weather stripping of door and windows. This was the headquarters for the winter sports. Lodgers came every day to occupy the cabin which was called Pine Cone. Children enjoyed being the movie stars dressed in sport clothes or being the folks from back East or just families with boys and girls who would enjoy the week ends.

Skating, skiing, snowballing were enjoyed through rhythmic play.

Creative English

Children also played at being "snowed in" and for days had to read, play games or tell stories. Stories took the form of personal experiences. These included making a pine needle bed for camping, dipping water from a stream, boiling eggs in the Arrowhead Hot Springs, making a box-trap to catch a mountain pet, and being lost on the trail. They also created thrilling bear stories. Adventure stories made an appeal to the imagination and many were told or written. These stories, both written and oral, proved to be the best English work the group had produced. A few poems were written. One was:

A mountain is purple and blue
A mountain is rosy red, too,
A mountain is misty and gray
So, what color is a mountain?

Summary of Unit

After these groups had had many first hand and vicarious experiences for several weeks and after their own creative work had been developed they had thought through the following problems:

1. How the mountains help us.
2. Why we find so much water in the mountains.
3. How erosion takes place.

4. What people in the mountains do to make a living.

5. Why other people come to our mountains.

6. How mountain people learn to protect themselves against fog, frost, rain, snow slides, floods and fire.

7. How men fight the forest fire.

8. How plants and animals live in our mountains.

9. Some interesting historic places and events of these mountains.

10. Interesting Resorts and Scenic Drives.

Parents Enjoy the Unit

The group planned to culminate the unit for Educational Week. Both the winter and summer camps were left in the room with all material. The work of the class was placed attractively. Children gave their dramatic play in both camps. Committee chairmen gave reports of all activities.

Parents were brought to a better understanding of what is meant by broadening the immediate environment. This demonstration stimulated an interest in the parent-group for the mountains. Many week-end trips were later taken by individual families.

Outcomes for Group

Basic Understandings:

How people live in different environments.

What causes people to do different things in different places.

How land and water areas were formed.

Understanding of weather changes.

Understanding of how plants and animals respond to climates, soil and water.

Appreciation and Interests:

A real desire to visit and to explore the mountains.

Some appreciation of the beauty of the mountains.

A deeper appreciation of the ways of living in the mountain areas; the advantages and disadvantages.

An on-going interest in out-of-door life.

Leads to Other Work:

Another unit on the immediate environment in the study of "Our Creek" will be undertaken. Children were fascinated by the action of the water from the mountains and indicated the desire for knowing about the creeks which are in the immediate vicinity of the school.

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SCHOOL LIBRARIANS TO HAVE BOOK BRUNCH

The School Library Association of California, Northern Section, will have a "Book Brunch" at the San Francisco Women's City Club, 465 Post Street, on Sunday morning, February 11, 1940, at 11 o'clock.

The theme will be "Books for Librarians," and there will be an exhibit as well as discussion of the books.

Since librarians often have less time for their own reading than those for whom they recommend books, this meeting should prove an inspiration to all who are able to attend.

Reservations will not be necessary.

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Library News

Edited by MABEL R. GILLIS, State Librarian

We feel honored in being able to present an article on the part the library may play in parent education, written by Dr. Gertrude Laws, whose valuable experimental work in this field has always been of great interest to librarians.

THE LIBRARY'S PART IN PARENT EDUCATION

By Gertrude Laws

Chief of the Bureau of Parent Education, California State Department of Education

There was a time when education was considered an end to be sought. People spoke of getting an education, or of giving an education to others. The notion that education is a life-long process for each individual gives a different feeling from that attendant upon earlier thinking. The process of education is affected by the total activity of each individual. There is evidence that early childhood experience affects what one does as long as he lives. It seems, then, to be important that each professional worker shall "see" his efforts as a part of the great, continuing, on-going process of education, no part of which is useless, and no part solely responsible for the excellence or failure of a life.

The weakness of arguing by analogy is admitted, nevertheless an analogy sometimes makes a point clearer. A total process is like a total organism in one sense. Each part of the human body is necessary to a perfect whole. Many people go on living without certain parts of their bodies, or with only partial use of them. Yet the degree of vitality, the buoyancy enjoyed by the whole organism is determined by the health of each of its parts. Ability to think of a process is less well developed than ability to think of a body. There is less accurate knowledge available about thinking and learning than there is about physiology.

Need for Co-ordination

The process of education—of parent education—will be vigorous and effective only as each institution, agency, or individual connected with it understands and supports the work which is done by all others, as well as its own. Libraries, schools, churches, and homes each contribute to the process of education for each individual. The prosperity and usefulness of each of these institutions depends to a large extent upon the prosperity and usefulness of each of the others. There is in reality no distinction for any one except in the quality of its relationships to all the others.

In many kinds of groups the spectacle of attempts to build oneself by attacking or discounting others is a familiar one. Such practices can result only in defective outcomes. Change of this practice means more than generosity, or unselfishness; it means ability and willingness to serve the common good, and never mind who gets the credit. It means for individuals a literal expression of finding the self by losing the self.

On the other hand the individual has to guard against sinking so completely in the routines of his own part in the process of education that he is unaware of what others are doing. Every librarian, every school worker, every doctor, nurse and social worker, as well as officers of governments should know what all the others are doing with reference to parent education. Parents draw upon so many fields of knowledge in the discharge of their parental responsibilities that no existing agency, or existing department of any institution, or any single one that might be created should have sole responsibility for meeting the needs of parent education.

A Few Salient Facts

There are a few facts which all persons who deal with parents need to keep in mind.

1. Parents are the only permanent factors in the process of education of their children. However excellent a teacher, a librarian, a doctor, a nurse, or a social worker may be, the opportunity to serve any particular child is temporary and limited. To aid a parent is really the most important way to aid a child, because the parent is in a position to nullify or to strengthen the efforts of any or all other workers.

2. Parents, like all other human beings, stand in need of recognition of their importance, and of reassurance from other people. Honest efforts by professional people to make reliable knowledge available to parents, and to recognize their importance to the total process of education would affect parental attitudes and practices positively.

3. The great service of education to all parents is to help them know what has been found out about growth and development in general; to improve their methods for dealing with typical conditions of family life; and to preserve their faith in their ability to solve their own problems.

4. Educational workers, whether in libraries or schools should be able to recognize cases of serious maladjustment and of inability in special instances on the part of parents. The services of technically trained people should be enlisted in all instances which fail to respond to the slow process of growth and development. Diagnosis and treatment are sometimes necessary, but they should always be done by people who are adequately trained for such service.

Attitude of Professional Workers

Every teacher and librarian, no matter what her particular specialty, should be equipped with up-to-date information about books, pictures, charts, and other exhibits, as well as radio programs, motion pictures, clinics, and consultation centers which bear upon parental attitudes and practices. Names, addresses, telephone numbers, costs and other details about the way to secure services from public and private agencies should be in the hands of every educational worker, whether in libraries or schools. Consistent consideration of the importance of parents by professional workers would provide a basis for realization by children as well as parents themselves that the continuity of experience in families is the most important single factor in the life of every individual. Such realization would go far to bring about the continued study necessary to acceptable conduct of the education for which parents are responsible.

Difficulties in Organized Study

The most serious obstacles to continued study by adults reside in each adult, and not in the outside conditions of libraries, schools, or other community agencies. Much of the experience of adults in relation to what has been called education has been imposed or required by some person who occupies a position of authority. As a result many adults suffer a kind of habitual resistance to organized, continued intellectual effort. Realization by each one of his own importance, and of the importance of home life is almost necessary to overcome the ennui that many adults feel in relation to organized study by themselves. Efforts by librarians or teachers "to make" them study is a matter of repeating the old pattern and can only delay the vol-

untary effort. Once interest and enthusiasm replace individual indifference toward study the real job of professional workers can be done. Their task is to develop, organize, and distribute reliable materials, and provide a kind of protection against charlatans, of various kinds, who speak and write without adequate preparation. Frustration, insecurity, and violence can give place to more positive experience as rapidly as professional workers are willing to be a contributing part rather than a dominating part of the process of education, and are willing to support each other in bringing about a unified effective program of study. In other words study and learning must be as necessary to ourselves as we think it is to other people.

Recognition of Problem

Even commonly recognized barriers against cooperative study, such as sex, age, race, or economic status reside only in the feeling of individuals. These and other barriers can be removed as soon as workers in libraries, schools, churches, health agencies, and recreation agencies see the total process of education and are able to supplement and support each other in inventing or discovering better ways of doing, without concern for credit or recognition. This demands fully matured and socialized individual professional workers. While no one would be so childish as to expect any magic by which all professional workers would suddenly become fully mature adults—recognition of the problem as being one for ourselves, as well as one for parents, will facilitate the process.

The Library's Special Part

There is no one way to promote better education—the *best* way in any community depends upon the total situation. The most free, dynamic, and imaginative leaders should be discovered and pressed into service wherever they are working. In some communities they will be found in libraries, in others in schools, or churches, or in business or industry, or in other public agencies. Each of us must look first at our own personal educational and social philosophy; must accept continued study, joyously, for ourselves. The library's place in parent education will be different in different communities. Parents need, and in some communities now want, help in selection of books and other materials for use in study; assurance that they will be kept informed about new materials; a comfortable place for discussion, quiet reading or use of visual materials; a source of reliable guidance concerning the technical services in the community; and confidence that even feeble efforts on their part will be met with hospitality and understanding by professional workers. In some communities libraries will do all of these things—in others only one or two. The library's place like that of all other agencies is that of an active participant with other agencies in planning a program for and with its constituents. An effective, unified program of service must include all agencies which are concerned with human welfare: it must be available to every individual who is sufficiently developed to use it. The beginnings of such fine, professional cooperation are under way in many communities.

NEWS NOTES

Coit Coolidge, formerly librarian of the Hayward Public Library, has been appointed librarian of the Richmond Public Library to succeed Miss Norah McNeill who has resigned after many years of service. Mrs. Elsie Holland who has been children's librarian at the Hayward Public Library has been made acting librarian there and Miss Maria S. Lopez is in charge of children's work.

Miss Mabel Kluge, for the past two years librarian of the Woodland Public Library, has resigned to accept a library position in the Hawaiian Islands. Mrs. Katherine W. Dombaugh, who was on the staff of the San Mateo Public Library, has succeeded Miss Kluge as librarian of Woodland.

Howard Marshall Rowe has been appointed librarian and business manager of the Coalinga District Library, succeeding Miss Ella Louise Smith who has been made Librarian Emeritus.

Miss Wilhelmina Harper, Redwood City Librarian, has been granted six months' leave of absence in order to recover entirely from a recent illness.

Miss Gretchen Knief, librarian of the Kern County Free Library, attended the Midwinter meeting of the American Library Association in Chicago, December 27-30. Miss Knief was official delegate of the California Library Association and represented the county librarians of California at the County and Regional Libraries Section meetings.

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California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

THE PRESIDENT'S MESSAGE

By C. W. Pierce

As the dawn of a New Year breaks over the horizon, we look back upon the year that has just passed and take stock of our accomplishments and failures. As representatives of our public schools, naturally our thoughts turn to school activities.

As we witnessed the close of another football season, we were led to soliloquize on the value of physical education and athletics in our public institutions. Those of us who were privileged to witness the climax of the Pacific Coast football season of 1939, as played December 9 between U. S. C. and U. C. L. A., can never forget those fine specimens of physical manhood taking part in the game, nor the thrill we experienced when over 103,000 people in that memorial coliseum stood at attention, our flag floating over its ramparts, as the massed bands of these two great universities played Irving Berlin's *God Bless America.* With war clouds casting their shadows over so much of the earth and dictators lifting their ugly heads above the oppressed, we breathed a prayer that God might bless America, and preserve democracy in the world.

As school trustees, we should be concerned with every phase of school activities. Our athletic directors play a most important part in our educational program. Reviewing the school life of ancient Greece, we find that athletics played a very important part. The Athenians stressed the value of strong bodies for their future citizens and between 1500 and 900 B. C. developed a culture that has been unexcelled in all the history of mankind.

Recreational centers with especially selected directors should be part of every school where every child can take part in plays, develop his body and learn the great lesson of "give and take." This thought must have been in the mind of William Makepeace Thackeray, when, writing upon another subject, he said: "Who misses or who wins the prize—Go lose or conquer as you can, but if you fail, or if you rise, be each, pray God, a gentleman." Apostle Paul, in writing to the Hebrews, said: "Wherefore, seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight and the sin which doth so easily beset us, and run with patience the race that is set before us." Paul must have had in mind the athlete, stripped of all impediments, poised for the race.

Let us do our part in developing our youngsters for the long race of life.

We hope you have enjoyed the holiday season and wish for all a happy and prosperous New Year.

EXECUTIVE BOARD MEETING

The regular quarterly Executive Board Meeting was held in December at the Biltmore Hotel in Los Angeles, with Dr. C. W. Pierce, president, presiding. Announcement was made of standing committees for the year, reports to be submitted at the annual convention in San Diego next September 26, 27, and 28. The U. S. Grant Hotel will be convention headquarters.

> A meeting of the National Committee which was appointed last year to draw up definite recommendations for a National Council of State School Boards Associations, will be held during the convention of the American Association of School Administrators next month in St. Louis. Representatives of the California School Trustees Association will assist in this important conference.

The Advisory Board will conduct a study of salaries paid superintendents of public instruction in other states, and duties performed, and will make recommendations at the September convention.

Discussion of the present law affecting school busses now being bought under lease contract, resulted in a motion to urge the passage of an amendment to the Motor Vehicle Code at the special session of the Legislature. Boards of trustees in many parts of the state are concerned over the present ruling and unexpected expense incurred thereby.

John J. Allen, Jr., Oakland, will serve as general chairman of the Legislative Committee, and also of the Teacher-Tenure Committee; Franklin Robinson of Long Beach, was appointed chairman of the Civil Service Committee and Dr. John C. Almack of the Research Committee. Past President G. L. Aynesworth is chairman of the Advisory Board, and other members include Fred Heath, South Pasadena, F. T. McGinnis, Newman, and G. R. Wells, Santa Ana.

VENTURA COUNTY TRUSTEES MEET

County Superintendent W. K. Cobb called together all Ventura County trustees and school custodians in a joint institute at Santa Paula High School on January 6. In spite of rainy weather two hundred persons assembled for the morning session at which City Superintendent George Bond presided, to listen to Dr. Walter Dexter discuss "The Beauty of Service." During his discourse Dr. Dexter emphasized the thought that American youth should be impressed with the necessity of maintaining and preserving the spirit of initiative which is typical of America, and also pointed out the ever present need for cooperative endeavor in the mighty movement of education.

Following Dr. Dexter's address section meetings were held until noon, when everyone assembled in the cafeteria for luncheon.

C. F. Burson, president of the Ventura County trustees' unit presided with Mrs. Ellis Giacomazzi, secretary, at the trustees section meeting. Mrs. Florence Porter, executive secretary, addressed the group on "Services of the State Association." C. T. Dodds, member of the Santa Paula board of trustees was appointed a member of the Research Committee of the State Association.

During the afternoon meeting Frank Hanson, illuminating engineer, spoke on "Color and Light in the Classroom," and Sergeant Leslie G. Williams, California Highway Patrol, discussed "Problems of School Bus Safety."

F. L. Van Epps, school trustee of Piru, presented a resolution dealing with changes in the School Code, which was adopted and referred to the State Legislative Committee for study.

This is the second joint institute held in Ventura County, and it was unanimously agreed that this practice shall be continued.

LAKE COUNTY INSTITUTE

Mrs. Mary Mason Harrow, county superintendent, chose the Adams Springs Hotel as the meeting place for a joint institute of Lake County trustees and teachers. A large number responded to her invitation, and greatly enjoyed the turkey dinner prepared by the hosts of the hotel, one of whom, Lee S. Dolson, is a trustee of Upper Lake School District. Informal music was enjoyed during the dinner hour, after which Mrs. Florence Porter addressed the group on "Democracy in California Schools" and Joseph Buckhalter, retired Navy Lieutenant, described his experiences during a year recently spent in Finland and other Scandinavian countries. His address was illustrated by pictures taken in Finland, during which time he was the guest of the government and given every assistance in obtaining pictures and historic and geographic information.

SAFETY EDUCATION

Boards of trustees as well as school administrators, may obtain the newly published *Check List of Safety and Safety Education* which is the result of work of the Research Division of the N. E. A. This is a list of more than two hundred questions, covering all aspects of the problem, by which schools may check their own procedures. Questions cover condition of structures, grounds and equipment, fire drills, personnel, transportation, safety instruction, et cetera. (Copies are available on request, from the office of the secretary, Mrs. Porter.)

BAY POINT SCHOOL DEDICATED

Bay Point School, located at Port Chicago in Contra Costa County, was recently dedicated in a unique manner when the entire program was given over to the school's broadcasting network. Guests were seated in various classrooms, where the program came clearly and distinctly over the loud-speakers. County Superintendent B. O. Wilson made the dedicatory address, Principal Roy Lee reviewed the history of the school in an interesting manner, and musical and dramatic numbers were contributed by students of the school. Mrs. Ora Monnerie is clerk of the board of trustees, other members being Charles Sahm, and H. A. Gustafson.

NEED FOR ECONOMY IN SCHOOL EXPENDITURES

California is justly proud of the fact that during the recent "depression" years it was not necessary to close schools. Evidence is growing, however, that all is not well with the financial situation in our own state, or in that of other states. The city of Toledo, Ohio, was forced to close its schools the day before Thanksgiving, giving some 44,000 students an enforced vacation of six weeks or more. Considerable newspaper publicity has been given to the huge cuts in school budgets both in New York City and the state of New York. Schools in New York City are greatly overcrowded, and the board of education has had to shut down many community centers and restrict all extension and evening classes. Oklahoma faces a huge deficit in school revenue, despite the fact that this is one of the richest oil producing states in the union. School trustees admit $150,000 shortage in teacher salary funds, and it is probable the school term may be materially shortened. Cleveland, Ohio, faced a deficit of $1,500,000 on January 1, and deferred payment of teacher salaries during the latter part of 1939. Chicago has long suffered from financial worries and has had to reduce the annual budget again for educational expenditures. In Arkansas it has been necessary to approve a plan for a schedule of tuition charges over a one-month period so that schools may be kept open for a nine month term. Wisconsin and Minnesota also admit decreasing income which may in some instances shorten school terms. Seattle has just announced a substantially decreased salary scale for teachers, because of revenue deficiencies.

Each state has its own peculiar problems in the expenditure of school funds. California faces continuous increase in expenses for schools because of the influx of new citizens, changes in school laws, added requirements for services, and increased costs for equipment and supplies. Many trustees are already working on spring budget plans and are seriously concerned over the financial situation.

SANTA PAULA UNION HIGH SCHOOL

Completing a program of several years building, the trustees of Santa Paula Union High School recently dedicated their fine new high school plant, completely finished and furnished. Located on the side of hills back of the city proper, the cream colored stucco finished buildings with soft toned tiled roofs, present a beautiful picture to passing motorists. The entire plant represents an outlay of several hundred thousand dollars, part of which is covered by federal grants. The homemaking department is especially well equipped, as is the science unit. The main auditorium seats almost one thousand persons, and is in frequent demand for community gatherings. Freeman M. Eakin has long served as principal of this fine school, and F. H. Ayers is president of the board of trustees.

Corridors of the Santa Paula Union High School.

MAKING MOTION PICTURES IN SCHOOL

By Glenn N. Gardiner, *Instructor Richard Henry Dana Junior High School, San Pedro*

The following description of an unusual school project is given in detail because of its many implications to both trustees and administrators who are alike interested in worthwhile extra-curricular activities and recreation for boys and girls. The practical knowledge to be gained through photography and movie experiences are of value to all students.

The Dana School Movie Club has been organized for five years. It was started as an experiment, but the interest shown by the students and others has sustained the club ever since. Each year a complete picture on the junior high school level is produced, that is, one for the ages between ten and fourteen years. The titles chosen by the children have been: *The Picnic, The Haunted House, Oh! My Operation,* and *Frankenstein Is a Sissy.* The production for this year has not yet been titled.

Some of the equipment the club now owns includes a Victor 16mm Camera with a f1.5 and f2.9 wide angle lens, Harrison filters and sun-shades, tripod with pan-tilt head, Weston exposure meter, beaded screen, photo flood reflectors, etc. The Club members have built special equipment such as developing racks and trays, masks, filters, screens and backgrounds—and of course all the props needed for each picture.

Merchants and business men have been very generous and helpful in lending their "locations" and "goods" for atmosphere and settings needed in our pictures.

During the second semester of each school year the call is sounded for membership. Students with the highest citizenship records are selected to try out for the various positions in the club, such as: actors, actresses, cameramen, script girls, prop boys, directors, editors, titlers, script writers, and make-up girls.

Various departments in the school contribute their time and materials. The sets are designed and built in the school shops. Creative writing classes prepare the script, art classes illustrate the titles and print the sub-titles, and the science department helps develop the films.

Screen tests are taken of the prospective actors and actresses. Those who act best and photograph best are chosen for the cast. A regular movie "contract" is signed by both the student and the parent agreeing that the club member will be present on location whenever called and also be dressed in a freshly laundered costume as required. The picture is filmed after school hours and on Saturdays. Occasionally a few night shots are needed and these are taken on Friday and Saturday evenings.

After the picture shooting is completed the student editors and titlers cut, edit and splice and title the film. The picture is then previewed at a near-by junior high school. After changes, re-takes and additional scenes are added, the "Big Show" is presented. The show is held each June in the school auditorium, and the tickets are ten cents. The money thus taken in pays for the film and other incidental expenses; the balance is deposited in the student body fund.

Our school is now preparing plans for a studio darkroom laboratory. This room will be used by the science department, movie club, photography club, and for visual education needs. Students will be taught to copy prints, make lantern slides, positive projection prints, and to produce short educational films. The club has already made two short films on school activities, and one on Junior Red Cross work. Two health films are proposed for this year.

BULK OF P.W.A. PROJECTS FOR EDUCATION

Forty-four per cent of the more than 16,700 non-Federal projects of the Public Works Administration's huge six-year construction program have been for educational facilities. Colonel E. W. Clark, Acting Commissioner of Public Works, reports to Federal Works Administrator John M. Carmody that as a result of 7,322 educational projects involving 12,702 new or improved buildings, 59,615 classrooms have been added to the capacity of the nation's schools.

PWA's school construction program has involved all types of schools, elementary, consolidated, junior high schools, senior high schools, junior colleges, colleges and universities, as well as vocational and other training schools, and schools for the deaf, crippled children and for the feeble-minded.

The total cost of the 7,322 educational projects, which includes 102 public libraries, has been estimated at $1,182,397,133. For these projects PWA made grants of $481,526,508, the cities, counties and states furnishing the balance of the construction cost.

NEWS ITEMS

County Superintendent Lillian Anderson of Napa will hold her County Trustees Institute in February this year, as will Superintendent T. A. McDaniel of Solano County.

Pleasant Valley School, located at Camarillo in the heart of the bean country in Ventura County, has experienced an unusually heavy increase in enrollment this year, and thirteen teachers—including Principal Onorinda Jones—are employed this year. Special classes are maintained and particular attention is paid to speech correction. A large proportion of students are Spanish speaking boys and girls. David Flynn, John Arneill, and Adolfo Camarillo serve as school trustees.

San Ramon Valley Union High School, W. E. Steward, chairman of the board, is cooperating with the educational plans of the local C. C. C. camp and provides a special class in mineralogy. The course deals with commercial minerals (as distinguished from gold and silver) including chrystallogy, physical and chemical properties of minerals, appearance and identification of minerals, and field trips to geological provinces.

Building interest in Stanislaus County seems to be rather general, and recent announcement was made of plans to add new buildings to the Modesto Junior College plant, to be finished and ready for occupancy by the first of September. Modesto Junior College has long been one of the model institutions for advanced secondary work, and the new building will offer one of the most complete homemaking situations in the state. E. F. Sodestrom is president of the board of education.

Visalia High School Board has announced the completion of a new junior high school building costing $231,000. Bonds have been voted for $397,000 to erect and equip a new junior college plant to be ready for use next September.

Showing splendid cooperation with the California Highway Division, the Delano night school has arranged for a series of Red Cross first aid classes for highway maintenance workers. Others may be admitted to the course, and students completing the work will receive standard Red Cross first aid cards.

Timber School, located near Camarillo, has recently improved its grounds by tiling the creek which runs near the school. A new Chevrolet school bus transports the pupils each day.

Because of its location on Highway 101, this school has suffered from visits of "uninvited guests." During the holidays two hoboes forced entrance into the school by breaking out windows. Curtains were torn down and used for bedding, but no other damage was reported.

Ree C. Grimm, popular member of the King City Board of Trustees for some years, is reported convalescing in Colorado following his recent illness. C. R. Jones was appointed clerk of the board to follow Mr. Grimm.

The Long Beach Board of Education again steps to the front in building programs for the new year, by announcing work on four PWA projects amounting to $300,000, $205,000 to be contributed by the Federal Government and the balance by the school district. The phenomenal growth of school population and consequent demands for increased facilities, have forced the Long Beach Board to almost continuous building operations since 1933. Eugene Tincher, Franklin Robinson, Burton W. Chace, Mrs. Blanch Drown, and Dr. Walter B. Hill comprise the board.

Kern County Trustees Unit has set February 2 for its winter meeting to be held at Taft Union High School. Dinner will be served in the new cafeteria, following which President B. F. Stinson will conduct a business meeting preceding the evening program. Ray Inness of Standard School is secretary of the county unit.

County Superintendent Lewis H. Britton of Santa Clara County was forced to spend part of the holiday season in the hospital due to an attack of influenza.

The Baldwin Park (Los Angeles County) Board of Trade has been denied a new trial in its case against three dismissed teachers demanding tenure rights. The litigation arose over whether the kindergarten should have been included in computing the average daily attendance. Three teachers, out of nine dismissed, have refused to accept dismissal.

Monterey County school employees are included in a group health and accident insurance plan recently adopted by county authorities.

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California School Trustees Ass'n
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The San Bernardino City Board of Education has authorized this year a Division of Vocational Education, with a trade-instruction program to be expanded during the coming years. Printing, agriculture, automotive mechanics, clerical and building trades, and several other vocational subjects are now being taught. Enthusiastic support of the new plan is given by citizens of the community, and especially by employers who are interested in proving the work-and-learn theory. Students spend half of their time in school and half in industry, and may be admitted to special classes after passing tests showing them able to learn the trade.

Superintendent J. P. Nourse of San Francisco has recently issued a *Statistical Report of San Francisco Public Schools* for the year 1938-1939. San Francisco Unified School System, now in its eighty-eighth year, operates 102 public schools under the jurisdiction of a seven-member board of education. The program operates from kindergarten through junior college levels, and includes eight high schools, ten junior high schools, eighty-two elementary schools, one day continuation school, a new trades school and five adult education centers. Special services are provided in the Sunshine School for health and orthopedic cases and the Gough School for the deaf.

Building operations at Paso Robles, under the direction of Frank Wynkoop, architect, include one unit for combined elementary and junior high school classes. The unit contains dressing rooms and showers, with nurses' office. Application has been made for a federal grant to permit the erection of a new high school gymnasium.

Wasco elementary schools built before 1933 have been declared unsafe in a recent inspection report submitted by School Inspector J. P. Perrine. Cost of rehabilitation would range from $62,000 to $213,000 depending upon the plan chosen. Four plans for rebuilding were submitted, and trustees plan to call a mass meeting of voters to consider what action shall be taken.

Kern County High School Board of Education announces that the evening school open forum lectures will be resumed early in January, with Bill Henry, columnist of the *Los Angeles Times,* the first speaker. Mr. Henry was sports editor of the *Times* when he left America last summer to preview the 1940 Finnish Olympic Games, and he will describe his adventures in Europe during the past few months since war was declared. He has also been secured to speak before the Taft Forum later in January.

Lloyd Emmert, formerly teacher in the Nordhoff Union High School, was elected this year by the board of trustees of Nordhoff Union School to serve as principal. This school district comprises Nordhoff School, Oak View Home Gardens, and Casitas Springs.

Book Reviews

From the Wheeler Publishing Company

MEXICO, by Carlos Castillo. Price, $1.28. This is the latest in the admirable series of travel stories edited and illustrated by Burton Holmes. It is clear, objective for the most part, and covers a surprising amount of ground in this land of immense diversity. The pictures are well chosen, numerous and good photography. The book should provide excellent supplementary reading for classes studying Mexico. The introduction offers an interesting illustration of a point of view common enough among us, but somewhat irritating to our Latin neighbors. The publishers state the hope that the book "may help to further international understanding and good will, for 'to understand all is to forgive all.'" This attitude is of course a long stride forward from an attitude of complete provincialism, the traditional American assumption that everything foreign that is different from our customs is to be looked upon with disapprobation, even disdain. To understand, and so "to forgive" the Mexicans for their error in being Mexicans, may be a fine gesture of broad tolerance. Mexicans, however, might find it difficult to understand why children in the United States must be led to an attitude of "forgiveness" toward their neighbors.

✓ ✓ ✓

From the McGraw-Hill Book Company

THE INTEGRATED SCHOOL ART PROGRAM, by Leon L. Winslow. Price, $3.50. This book is neither philosophical nor theoretical, but the outgrowth of the professional experiences of many individuals, both teachers and students. It is an approach to art as the outgrowth of the curriculum as a whole, and offers practical help to the teacher in presenting instructional materials so that the life of all children may be enriched by aesthetic experiences. Art is considered not the "province of a sophisticated few" but a means through which all may secure mental and emotional balance in living, both from the standpoint of the individual and that of the social group. The book advocates little formal instruction from the teacher, but suggests many possibilities for guiding children to opportunities for both expression and appreciation. Much attention is given to recent advances in the field of aesthetics as expressed in the philosophy of John Dewey, Norman Bel Geddes, Melvin E. Haggerty, and Thomas Munro. Illustrations are outstanding; there are forty-two full page illustrations, several of them in color, which show children at work, and the products of their work. A really valuable text for teachers in normal schools, art schools, and teachers' colleges.

✓ ✓ ✓

From Scott, Foresman and Company

SCIENCE PROBLEMS, Book II and Book III, Basic Studies in Science for Junior High Schools, by Beauchamp, Mayfield, and West. Price, $1.48 and $1.68, respectively. All of the material included in the excellent books in this series is related to the life which the student sees around him. New meaning is given to ordinary familiar things. Introductory exercises and "Looking Ahead" sections at the beginning of the various units help the student to recall previous experience, and raise questions in his mind about the everyday occurrences which he has doubtless taken for granted. The interesting experiments provided are simple enough to make the student eager to develop his science understanding. Self-testing exercises and problems to solve give him the opportunity to apply his recently-acquired knowledge in new situations.

✓ ✓ ✓

From the Beckley-Cardy Company

STORY PICTURES OF OUR NEIGHBORS, $.84; STORY PICTURES OF TRANSPORTATION AND COMMUNICATION, $.88; STORY PICTURES OF CLOTHING, SHELTER, AND TOOLS, $.92; HOME IS FUN, $.80; A DAY IN SCHOOL, $.72. These books constitute the Primary Social Studies Series, a series of basal books for primary social studies accompanied by teaching guides. The series is exceptional because of its complete treatment of major social studies units in simple, direct style, and because of the outstanding illustrations—real teaching aids in that they have an unusually close correlation to the text. A Teaching Guide supplied for each book will aid the teacher to develop each center of interest: approaches for each phase of the work are suggested, based on local situations and available facilities, and much factual material is provided.

✓ ✓ ✓

STORY PICTURES OF TRANSPORTATION AND COMMUNICATION, Grades 3-4, traces the development of systems of transportation and communication in use today, shows how they bring people of the world closer together, how they aid in supplying necessities and luxuries; it traces too the development of speech and writing.

✓ ✓ ✓

STORY PICTURES OF CLOTHING, SHELTER, AND TOOLS, Grades 3-4, tells how early man met the necessities of life, the invention of tools and discovery of fire, and contrasts modern workers and the materials with which they meet these necessities.

✓ ✓ ✓

STORY PICTURES OF OUR NEIGHBORS, Grades 2-3, tells the story, through the everyday experiences of two typical American children, of how the community provides food, clothing, shelter, transportation, and communication, protection, recreation, etc., for the family.

✓ ✓ ✓

HOME IS FUN, Grade 1, shows the home as a happy place because of cooperation, courtesy, and appreciation of family relationships. Right use of leisure time is emphasized.

✓ ✓ ✓

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Including Official Bulletin of the California School Trustees Association

Public relations programs, it seems, have shifted from an emphasis upon propaganda in favor of education and expanding educational expenditures and services, to the development of understanding on the part of parents, citizens, and taxpayers of what is and should be a modern, progressive, adequate educational program for a community.

Vierling Kersey,
Superintendent of Schools,
Los Angeles, California.

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
The Stanford Reading Center, Ulah L. Hearon 7
First Western Section of National Council of Teachers of English, Margaret Heaton 8
Book Reviews: Two Schools of Thought in the Teaching of Reading, Helen Heffernan 10
Shasta Dam Emergency Schools, Robert J. Meade 12
Library News, Mabel R. Gillis 14
California School Trustees, Florence C. Porter 16

February, 1940

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C. C. CERTAIN, Editor

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36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

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3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
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No other state of the Union has such progressive and liberal regulations.

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1. Continuing contracts for teachers.
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3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES IN THE EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Stafford

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Jottings of a Traveling Bookman

By W. M. CULP

A panoramic view of these United States at their worst or at least in their coldest grandeur was gained the first week of this new year in a little jaunt that started at the Golden Gate, passed two-thirds of California in flight, and then from San Diego following the "Broadway of America" route swiftly scanned the miles that crossed the states of California, Arizona, Texas, Arkansas, Tennessee, Virginia, West Virginia, Maryland, Pennsylvania, New Jersey, and New York. In a few days' travel it was possible to sense roughly the basic problems facing the greatest commonwealth of the Western Hemisphere. Four thousand miles from Pacific waters to a stormy bound Atlantic Coast. From ten-foot poinsettias in front yards at San Diego with heavy navy bombers droning overhead to the Hudson River with the Queen Mary and the Normandy tied up in an iced-choked slip on the Hudson River at the foot of 48th street. From the mud huts of Indians and Mexicans in Southern Arizona to the heights of the Empire State and Chrysler buildings. From orange and lemon orchards in California and 640-acre lettuce fields in the Imperial Valley to the multitudinous byways of metropolitan New York. Names of towns to conjure with: Yuma, the Colorado River, Tombstone, a living epitaph, Bisbee, a coppery town in a winding canyon depth, the oasis Las Cruces, in mid-winter a barren adobe city, a thousand miles across Texas, El Paso, the mountainous desert around Van Horn, Pecos, Odessa, Big Spring, Abilene, Fort Worth, Dallas, Greenville, Texarkana, just about the same as from London to Bucharest, but only a day and a half getting toward mid-continental United States. Coon dogs, negroes, fog lying low across Arkansas, few far-lying farms, mostly scrub forest land, Little Rock and then Memphis and across the Mississippi River in a dense fog.

A change in speech tempo. A southern accent at its best in a foggy, smoky, neon-lighted atmosphere. Tennessee crossed diagonally. Nashville outstanding with its streets of palatial residences, Knoxville with its narrow streets. A first-hand view of the land the President said was being made into a vacationland for the effete cities of the Atlantic coast. Up hill and down dale, rivers and wooded landscape that in full spring leaf must be a glorious sight. Trucks filled with tobacco. Eight hundred miles of road in the rain with snow still by the wayside. Down the Shenandoah Valley toward Harrisburg. Rain and more rain. Farms becoming more solid with large barns and comfortable homes. The towns of Pennsylvania with brick houses at the street edge. The broad boulevard from Philippsburg, New Jersey, into New York City, in the evening a wind-swept, rain-drenched streak between neon lights of gas stations and highway restaurants. A trip that day by day impressed upon the mind that these United States of ours are more wilderness than settled country, that the problems facing us economically have not even been scratched when one sees how the vast majority of our inhabitants live, that educators priding themselves on having done a good job are in a large number of states doing very little, that the United States has as much frontier to open up after 400 years as in the beginning, that our politicians had better start solving some of our own problems before they start advocating a Utopia for people outside of our own boundaries.

✓ ✓ ✓

There has been a sameness of comment upon educational affairs this last year that has arisen from the fact that on the Eastern seaboard and in many of our mid-continental cities there has been a dropping off in the enrollments of elementary schools. The two basic causes are the stoppage of immigration in huge numbers from Europe and the lowering of the birth rate of the nation. Up to the present year the total enrollment from elementary through college has been constant. For a number of years while there was a slackening in the elementary schools, the junior high schools and senior high schools and colleges were gaining in numbers. For the first time this year the indication appears that from now on the enrollments of the upper schools will decrease and the total number of pupils enrolled will be less. New York City for example decreased 27,000 in elementary enrollment this past year and during the past decade has lost some 156,000 pupils. The peak of junior high school and senior high school enrollment was reached in March, 1939, with 257,498 students on the rolls in New York City. This attendance will be reduced to around 256,500 or a loss of 1,236 it is estimated this year.

These facts have caused educators to come out and advocate a finer grade of scholarship to be demanded of the pupils and a better grade of teaching from the teachers. Since the administrators will not have the constant problem of increasing housing facilities before them it is advocated that they give some sustained interest to the *kind* of education the children of their cities are receiving. Some comment has been so old-fashioned as to suggest that pupils coming to institutions of higher learning be held to standards of excellence, and that schools of higher learning be only for those capable of being improved by such instruction. Another aftermath is likely to be a revision of the programs of many teacher training institutions. With the number of

positions lessening (there are over a thousand less positions in New York City this year than last) the training institutions will have to shift their emphasis on training elementary and high school and regular college teachers to other fields. What is developing and what is likely to happen in many places is that there will be a shift to training teachers for positions in vocational guidance or in adult education. With a city filled with vacant school buildings the tendency will be to keep these buildings in use with adults enrolled in both day and night classes studying courses of cultural, academic, or vocational value. Already in New York City the vocational school enrollment has increased from 14,660 in 1933 to 56,500 in 1940.

The recent White House Conference on Children in a Democracy did one thing: it gave wider dissemination of some common solutions to educational problems that have been advocated by leading educators for years. The abolishment of the little one-teacher school in favor of a consolidated school made up of a large number of small school districts is nothing new, but there are many states including Illinois and New York that still have thousands of these schools. It is only in the far western states that consolidation of school districts has resulted in giving as fine educational advantages in many cases as in a large city school. The slogan of taking the money from where it is and putting it to use where the children are was never better enunciated. In rich states this means adequate state support of all schools in the state. In states where there is a lack of wealth it means that there has to be support from the national government. In other words the wealthy state will eventually be forced to help give an adequate education to the children of all the people of the nation, if we are to survive as a democratic nation. How this is to be accomplished in a country that now rates its deficit each year in the billions, while still collecting taxes that presumably keep business in the doldrums, is at least something to consider.

For the fiscal year beginning July 1, 1940, the New York City Board of Education is requesting a budget of $158,195,698. This budget, if adopted and the monies received, will replace the cuts made last year, because of a reduction of $5,300,000 in state aid and a $3,000,000 cut of city aid made by Mayor La Guardia. This budget will halt the decrease in the size of the elementary school staff, it will enable the Board to conduct the kindergartens at full strength, will restore the evening schools and community centers to their former schedule, will reopen day classes for adults, will organize after-school athletic centers, and make school buildings available for the free use of parent associations and scout organizations. All this is naturally dependent upon what the New York State Legislature does in its present session. The announcement has been made that there will be a full restoration of State Aid, but final action has not been taken.

Dr. Harold G. Campbell, superintendent of schools of New York City, was re-elected by the New York City Board of Education for a second term of six years at a January meeting of the Board. Dr. Campbell's salary is $25,000 the year, subject to a voluntary cut of $5,000. The election was by a vote of 4 to 2. James Marshall, president of the Board, presented the name of Dr. Alexander J. Stoddard, superintendent of schools of Philadelphia, and William R. Crowley, Brooklyn member of the Board, nominated Dr. William E. Grady, associate superintendent of schools of New York City in charge of vocational high schools and part-time classes. Dr. Campbell received four votes and each of the other candidates received one vote. Dr. Campbell's election was then made unanimous. Dr. Campbell began his career in 1903 as a teacher in a Brooklyn public school. He was born in Scotland January 13, 1884, and came to this country with his family when he was four years old. He attended public schools in the city from primary grades through high school and was graduated from Maxwell Teacher Training School in Brooklyn. Dr. Campbell has taught in every grade in the elementary school from 3B to 8B. He has served as high school teacher, administrative assistant and principal. He was elected associate superintendent in 1924, deputy superintendent in 1929, and superintendent in 1934. During his first term in office Dr. Campbell's work has been distinguished by the inauguration of an experimental activity program among some 70,000 of the city's pupils. Courses of study have been revised. Vocational education has been extended. A new type of report card was developed to help parents to be better informed about the total progress of their children. The presentation of an illustrated annual report has increased the city's interest in its public education problem.

We noted recently in a dispatch from Chungking, China, that thousands of Chinese peasants and workers, both children and adults, are attending compulsory, short-term mass education classes in the ten provinces of free China, in a program of the National Government to eradicate illiteracy by 1946. What was of intense interest was the statement of the course of study pursued. It included the learning, the reading and writing of a thousand characters. Elementary arithmetic, music, hygiene, geography, and "common sense" made up the rest of the curriculum. We think that perhaps a course in "common sense" might be something that could be very well included in our twentieth century American curricula. What it consists of we do not know, but we are in favor of anything that will enable children as well as adults to come to sane and workable conclusions. Maybe "common sense" is what our social studies brethren are trying to get across and have not come down to the simplicity of saying so.

The New York Times of January 21, 1940, has this dispatch from Los Angeles: "STUDENTS WRITE BOOK FOR GROUP GUIDANCE. Los Angeles, Calif., January 20.—High school students of Southern California are the authors of a new book for group guidance, 'Living Your Life,' just published for use in orientation or social guidance courses."

Junior and senior high school students themselves indicated the problems most vital to them for the authors who are Dr. Claude C. Crawford of the University of Southern California, Miss Ethel Grace Cooley of Fullerton Union High School and Junior College, and Dr. C. C. Trillingham, assistant superintendent and director of secondary education in the Los Angeles County schools. "This is the pupil's book—it speaks to him in his own language about problems he really faces and wants to solve, and helps him to solve them," said Dr. Crawford.

The problem approach, the choice of material, the breezy, informal style were arrived at after extensive teaching of the content in mimeograph form.

Western School News

Edited by MORRIS WAGNER

LOS ANGELES GIVES CREDIT FOR OUT-OF-SCHOOL ACTIVITIES

The Los Angeles City Board of Education has approved a proposal by Superintendent Vierling Kersey that certain extra-curricular activities of students be accepted as credit toward graduation. Preliminary organization for the plan will begin during the second semester of the school year 1939-1940.

In presenting his plan to the board of education Superintendent Kersey said: "How well we have come to know that not all learning takes place in school! Even for the most studious, the most academic, and the most alert pupils in our schools, great learning moments arise in every phase of living. So much of living demands intelligence not gleaned from book study and not resultant from classroom teaching that it now becomes important that the school, as the major learning and stimulating agency in the life of the child, give attention and regard to the learning which takes place wherever children have experience. Learning which takes place away from school must correlate with the learning which takes place in the school. The school must emphasize importance as well as relationship of in-school learning to out-of-school learning."

Types of out-of-school experiences which will receive credit are:

(a) Religious training, church work, Sunday school, religious group participation, activity, leadership, and experiences which have direct bearing on character development and the gratification of spiritual yearnings.

(b) Civic participation; leadership of groups, organization of recreational activities, cooperation with playground leaders, teachers, coaches, public officials in promotion of richer community life.

(c) Participation in work activity: earning relationships and responsibilities of an organized character—getting and holding a job, earning a reward of a monetary nature or extending a helping hand with no expectancy of reward.

(d) Unusual accomplishment in the development of individual creative talent, ability, and thinking.

(e) The home as an agency where the most sacred, meaningful, and lastingly important of all teaching can take place.

Superintendent Kersey writes: "It is conceivable that this plan will give an impetus to more diligent application, more active participation, and the general overcoming of lackadaisical attitude in relationship to life situations. The plan will meet the demand that we lean against rather than with the trend of easy-going, casual, unconcerned, effortless living, and social dependency. . .

This community is possessed of a large body of interested religious, civic, social, business, recreational, and industrial leaders anxiously awaiting a constructive opening to extend to our schools the very cooperation which is needed."

CALIFORNIA EDUCATORS—BACK UP THE EXPOSITION FUNDS!

On February 7 the Assembly of the California Legislature by a generous majority passed the appropriation asked for state participation in the 1940 Exposition. The appropriation now faces the vote of the Senate and its "economy bloc."

No group in California stands to gain more than school people in a renewed and enlarged Treasure Island for 1940. The funds asked of the Legislature will ensure an adequate representation for our schools. It will ensure the renewed and enlarged exhibits of our counties, with their wealth of historical, geographic and economic materials, giving our children a priceless objective lesson on our state as a whole. It will help to ensure the enlarged participation of the Latin American states, which will implement, as no other one agency could, that all-American program of mutual understanding to which our schools are dedicated.

Don't wait passively to see what the Senators will do about this appropriation!

Write to them. Round up an articulate public opinion in your own locality to back the appropriation. Have we as school people been saying something about the blessings of democracy? One of them is, we can say what we want. If enough of us *say* it, we are likely to get it. We don't get what we want by silently hoping for the best and waiting to see what happens.

STATE-WIDE CONFERENCE OF ELEMENTARY PRINCIPALS, SANTA BARBARA

The State Department of Education is calling a second annual state-wide conference of elementary school principals and district superintendents in charge of elementary education to meet in Santa Barbara March 17-20. The meeting will be held in conjunction with the Annual Council Meeting of the California Elementary School Principals' Association which has met during the spring holiday for many years. In 1939 the first state-wide conference of elementary principals was held in Oakland, with approximately 700 principals in attendance, and it is hoped there will be an even greater representation this year. Dr. Walter F. Dexter, State Superintendent of Public Instruction, has sent letters to school board members asking them to encourage representation, and reminding them that Section 5.532 of the School Code allows expenses of principals to be paid to an educational conference of this kind, if the governing board gives its consent.

ALAMEDA COUNTY INSTITUTE

County Superintendent E. E. Muller and his assistant, Vaughn Seidel, arranged a two-session meeting at Pleasanton on February 5 at which almost all school districts in the county were represented. Excellent music was furnished by a mixed chorus of fifth and sixth grades under the direction of Harry Tripp and a novelty band trained by Lloyd Lofthus. Supervisors from the county superintendent's office discussed the work of their departments during the afternoon session.

Speakers at the evening session were Ralph Nelson, actuary of the State Retirement System, who explained the retirement plan for non-certified school employees, and Mrs. I. E. Porter, who addressed the group on activities of the State Association.

H. R. Harrold presided at the business meeting where the following officers were elected for the coming year: Glen V. Pierce, Pleasanton, president; Mrs. P. J. Kramer, Oakland, vice-president; E. S. Perry, Castro Valley, secretary.

The next meeting of the unit will be held May 6 in Berkeley.

SCHOOL LIBRARY ASSOCIATION WILL MEET IN SALINAS

"Guidance and the Library" will be the theme of the next meeting of the School Library Association of California, Northern Section, when they meet in Salinas, March 9. The morning session will be held in the Salinas High School Library, beginning at ten o'clock. There will be an interesting exhibit of materials. The Northern Section treasurer, Eleanor Alexander, is also librarian in the Salinas High School and will act as hostess for this meeting. Speakers of note have been invited, and there will be an open forum for questions. Reservations should be made with Elizabeth Patton, Garfield Junior High School Library, Berkeley.

NEWS NOTES

Mrs. Meta Neal Footman, who has been serving as principal of Dahlia Heights School, Los Angeles, has just been appointed to the position of assistant supervisor in charge of elementary curriculum, succeeding Dr. Madilene Veverka, who retired last June. Mrs. Footman was born in Texas. She attended San Francisco Normal School, from which she graduated in 1916; later she went to Stanford University and Fresno State College. She has served as principal at Raymond, vice-principal at Madera, general supervisor in Madera County, superintendent in Madera County, and teacher at Middleton Street School in Los Angeles. Supervisors and superintendents in the San Joaquin Valley thought Mrs. Footman excellent as an administrator and forward-looking in the matter of curriculum, and considered it a distinct loss to Madera County when she left.

Dr. Madilene Veverka was injured in an automobile accident at Long Beach January 31 when her car was struck as she made a left hand turn during the recent heavy storms. The wreck was said to be due to the slippery pavements. The car which hit Dr. Veverka's struck with such force that the door of her car was knocked open and she was thrown to the street. She was picked up unconscious and taken to the Magnolia Hospital. The accident happened about four o'clock in the afternoon, and by late evening she was only semi-conscious. It was thought at first that she had suffered a fractured skull. The injury to her head, however, was less severe than it at first appeared; it was a deep cut in the skull three or four inches long. She also suffered a fractured collar bone.

Dr. Veverka is widely known in the curriculum field in California. She is president of the California Delta Kappa Gamma Fraternity, is co-author of the Laidlaw Readers, and is a member of the California State Curriculum Commission. She recently retired from her position as director of elementary curriculum of the Los Angeles city schools.

W. B. Townsend, known to California elementary principals as principal of the Jefferson School in Sacramento in 1928, has been Professor of School Administration and Director of the Guidance Laboratory and Reading Clinic at Butler University in Indianapolis since 1936. Dr. Townsend is now on a year's leave of absence from Butler and is on the staff of the Guidance Laboratory at Teachers College, Columbia, for the fall semester. He will spend the spring visiting schools and lecturing in the west.

Dr. Townsend is a graduate of Stanford University. He secured his degree as Doctor of Education in 1935. He left California in 1931 and since that time has been in college work in Colorado and Indiana.

During the last three summers he has held intensive one-week conferences for teachers on "Personality Development" and "Remedial Reading." Such conferences have now been held in fourteen states. Last winter Dr. Townsend spent one week holding Demonstration Reading Clinics in California, visiting Palo Alto, Burbank, and Oroville. He will return for similar clinics during April.

C. Harold Caufield has been reelected president of the San Francisco Board of Education for the fifth time within eight years, and Philip Lee Bush has for the third term been elected commissioner of education. Mr. Bush was also chosen as vice president of the Board. Shortly after his election Mr. Caulfield placed before the city a request for criticism — "honest and constructive" of San Francisco's school system. The city's educators, he said, are anxious to evaluate their teaching by studying the criticism of business and professional men who know what San Francisco school children need to be fitted for adult life.

J. R. Overturf, who has been superintendent of schools in Palo Alto since June, 1936, has been re-appointed for another four-year term which will run to July 1, 1944. The re-appointment is accompanied by an increase in salary. Mr. Overturf is well known throughout the state for the outstanding work he has done in the fields of administration and curriculum in both Palo Alto and Sacramento where he was deputy superintendent of schools for twelve years before accepting the Palo Alto appointment.

Lieutenant Ansel S. Williams, army reserve flier and son of Superintendent Ansel Williams of the Stockton city schools, was killed January 20 when his plane crashed into San Francisco Bay. Lieutenant Williams was a graduate of Stanford, class of 1930, and a member of the Southern Pacific Company's legal staff. After graduation from Stanford he attended the Cadet Air Corps Training School at San Antonio, Texas. Fellow fliers, reserve officers, and National Guardsmen joined in paying final tributes to Lieutenant Williams.

The Recent Passing of T. W. H. Shanahan, for many years a state senator from Shasta County, will remind school administrators of his interest in the schools and his support of them. His most outstanding contribution in this field was the sponsoring of the law to provide free textbooks to the children of California.

John G. Imel, San Diego's assistant county superintendent of schools for nearly twenty years, was killed January 17 when his automobile plunged over a 162-foot bank on Campo road, after colliding with a truck. Mr. Imel was on his way to the Campo school to make a routine call at the time of the accident.

Mr. Imel was born near Madison, Indiana. He received his M.A. from the University of Chicago and was soon afterward appointed professor of Latin at Central State College, Edmund, Oklahoma. From Oklahoma he went to Astoria, Oregon, where he was city superintendent of schools for thirteen years. He was city superintendent of Grants Pass, Oregon, schools for four years before coming to San Diego. Soon after he came to San Diego, in 1921, Mr. Imel was appointed assistant superintendent of county schools.

The Stanford Reading Center

By Ulah L. Hearon

No problem of contemporary education is receiving more attention than the reading handicap so frequently encountered among students in the secondary grades. A realistic attempt to grapple with this problem has been made at Stanford during the past two summer sessions. Here, under favorable circumstances and expert guidance, a group of teachers is being trained to solve the reading problems of children by working directly with the children who carry a reading handicap. Mrs. Hearon has worked for two years in the Reading Center, and has recently been engaged in a program of checking the work of Reading Center students when they returned to their own schools after the summer session.

What's one student's recreation isn't another's, but Professor Holland D. Roberts of Stanford teaches reading development on the theory that reading will be one of every student's recreations as well as his chief learning tool if he is taught to read with skill and understanding. In the summer of '38 Professor Roberts, assisted by Mr. Eason Monroe of Menlo School and Junior College, taught Stanford graduate students in Education how to develop reading ability and to improve academic and social adjustments for the students enrolled at the Stanford Reading Center. There were twenty-one youngsters representing twenty-one reading or personality problems, and their school grades varied from eight through twelve.

The work was concentrated into a six weeks' course, and the results were so gratifying that it was given again this past summer to an increased enrollment. Thus for two summers the Reading Center has served as a laboratory where all of the best concepts of educational theory have been put into very live practice. The graduates learned to teach by teaching the high school pupils to read by reading.

The guidance approach to reading development as sponsored by the Stanford Reading Center was in reality a synchronization of three approaches. One was the attempt to learn the specific nature of the reading difficulty and provide the instruction indicated. Another approach centered in a study of the whole child in an effort to find the source of the difficulty and offer fitting treatment. The third approach emphasized reading on the student's own level of interest and ability.

Making a thorough study of the whole child necessitated collaboration with other specialists. And here again the Reading Center served as a training laboratory. Dr. Norman Fenton, director of the Stanford Guidance Center, supervised the work of his graduate students who compiled the social history of every pupil enrolled at the Reading Center. They likewise administered the Revised Stanford-Binet Scale to every child.

Dr. Helen Brenton Pryor, director of Stanford's Department of Hygiene and Physical Education for Women, acted as Medical Adviser for the Reading Center. Assisted by her staff and graduate students she gave every enrolled student a physical examination. She then filed her report on each case at the Reading Center and mailed her recommendations to the parents.

Holland D. Roberts

The students who had noticeable speech defects were referred to Professor Virgil Antris Anderson of the Stanford Division of Speech and Drama. At the Speech Clinic their defects were analyzed, and recommendations for correction were made to the Reading Center. In some cases the pupil was given corrective treatment by the graduate students working in the speech clinic.

To insure the Reading Center program's being a child-centered program, five important features were emphasized: (1) helping each student to realize his most wholesome personality, (2) establishing each student's confidence in his ability to become a successful reader, (3) making reading an enjoyable process, (4) developing reading skills with due regard to the pupil's own ability and various purposes for reading, (5) encouraging voluntary reading. It was recognized that if each youngster was to make real progress in a six weeks' course that met only two hours a day, he needed some continuous individual teaching. As a result all of the students were given one hour of group instruction and one hour of tutoring a day. The staff, group leaders, and tutors held daily conferences for the purpose of determining the most effective means of administering to the individual needs of each child. In addition to these conferences every tutor kept up to date a written plan of procedure based on a progressive analysis of the student.

The testing program served as an instrument of guidance toward the progress that it evaluated. Objective silent reading tests as well as photographs of eye movements were given at the beginning and end of the program. The first tests were used for analyzing each student's weakness and strength in reading as well as for determining the type of material the student could read with ease. The second tests were used to measure the child's reading development while acquainting him with definite, objective results in proof of his success. Two or three tests of rate and comprehension were made each week, and the students all gained in self confidence as these records of improvement were graphed.

Problems in reading that seemed much the same on the surface needed very different treatment when examined in terms of each student's total life pattern, as they were frequently the symptoms or results of other underlying difficulties. One student came from a home where her older brother was a literary scholar who had read widely and with great discrimination. Her parents felt that a girl should enjoy reading even more than a boy, and they had forced literature upon their daughter with the result that the child had formed an emotional bloc against reading that had greatly hampered all her school work. She was gradually led into reading through her interest in the theater.

One girl had been taught to read on the principle that the more slowly she read the more she would comprehend. Her fear of losing the meaning of what she read kept her from increasing her rate and consequently limited the amount of reading done. As she watched both the rate and comprehension scores of her group mates improve from day to day, she became convinced that the theory she had once accepted was false. This new conviction soon gained remarkable results.

One boy was so well adjusted socially and had so many friends and interests that he had never found time for read-

ing, while another youngster was so lonely that he read anything all the time purely as an escape from his own feeling of friendlessness and inadequacy. These boys presented diverse but equally difficult problems.

One girl came from a divided home where both parents were unfairly bidding for her favor. Her emotional tensions were too great to allow her to concentrate on any reading for very long. She was helped to a more adult understanding and acceptance of her parents. As she developed a more philosophical outlook, she became less disturbed about her own life and better able to take an interest in her studies and her pleasures.

One youngster was so devoted to his highly intellectual father that he had forced himself to read the books his father enjoyed—books that were beyond the boy's understanding and that had undermined his faith in his own reading ability. Reading and discussing books with children his own age soon overcame this worry.

According to the silent reading tests administered at the end of the Reading Center all of the children made real growth in both rate and comprehension, the gains varying from .4 of a regular school grade to 3 school grades. Teachers and students concurred in estimating that the less tangible development in depth and variety of reading interests as well as in personality adjustments exceeded even the gains indicated by the objective scores.

Follow-up work was done recently on eight of last summer's students whose problems seemed more significant than the others. Students, parents, counselors, and teachers were all enthusiastic about the personality adjustments and academic achievements that the students have made as a result of their summer's work. The follow-up tests administered three months after the close of the Reading Center showed that the students had not only held the gains made during the summer but had continued to improve their reading abilities.

During the summer of '38 twenty-one students were enrolled at the Stanford Reading Center. This number increased to forty-four this past summer. Three students applied for admission to the '40 program before Christmas this winter. Stanford has established an institution that is growing as rapidly as its value is being recognized.

First Western Section of National Council of Teachers of English

By Margaret Heaton
English Department, George Washington High School, San Francisco

"They belong to us—this is our National Council come West," such was the enthusiastic response of English teachers from Oregon and Washington, from Colorado and Utah, from California and Nevada. A representative group including Myrtle Schwan and Emily Carlisle from Utah, Jeanette Maltby and Nelly Appy from Washington, A. F. Olney, Dr. Arno Jewett from Colorado traveled many miles for this first Western Section of the National Council of Teachers of English in Hollywood December 27, 28, 29.

Sarah Ashby and Ruth Dodds of Sacramento, Alice Cooper and Ethelinda James of San Francisco, Melita Kampschroer and Bessie Hart of Oakland, Louise Noyes and Leila Ann Taggart of Santa Barbara, Gertrud Addison and Snow Longley Housh of Los Angeles and Carol Hovious of Hollister were among the California representatives who greeted the group from the East. Dr. E. A. Cross, president of the National Council this year, and Ward Green, chairman of the Committee on Regional Conferences were among those who brought official messages from the Thanksgiving session of the National Council in New York.

Thoughtfully planned by Florence Sprenger and Lynn Weaver and John Johnson of the Southern California Association of English Teachers, this First Western Section Meeting was indeed the fulfillment of a dream. Into our very midst came those leaders whose work we had been following with such interest as they reported of experiments and new committees, investigations and national planning. John Deboer told of the important new approaches to national planning through committees at work in all the subject matter fields. Paul Witty, author of the new book *Reading and the Educative Process* brought new insight into the problems of retarded readers. Lou La Brant, an old friend to those who had worked with her at the Mills College Progressive Education Workshop, and Dora Smith, known for her contribution to the New York State Regents report on the teaching of English, led discussions of important issues.

For some years the National Council has had important committee chairmen here on the coast: Holland Roberts of Stanford University, chairman of the Committee on Publications; Helen Rand Miller of Mills College, chairman of the Committee on the Evaluation of Motion Pictures and Newspapers; Nellie Appy of Seattle, chairman of the Committee on Individual Differences; Dr. Harlen Adams of Chico State College, chairman of the Committee on Technological Aids. Thus leaders from the East and the West met in every discussion of controversial questions, finding here and there from the practical experience of their classrooms the solutions of problems important in helping young people to use language more effectively.

Consideration of real problems characterized the meetings, both the small section meetings and the large general sessions. Particularly illuminating was Dr. Dora Smith's enumeration of these ten fundamentals in all effective English teaching; using the voice well; conducting oneself effectively in life situations demanding courtesy and intelligent discussion; writing clearly and forcefully in life situations; expressing ideas effectively and relating them to other ideas; using language in a disciplined way; reading intelligently and critically magazines and newspapers as well as books; utilizing sources of information available in the school and community; choosing what to read — an ability in which students need practice and guidance; helping students to understand what experiences books can bring to them; developing in students a capacity for growth. Mrs. Cora P. McKay led the discussion of these challenging essentials. She asked, "How are we as progressive teachers helping our students to choose wisely when they face the confusing literary cafeterias to which we guide them? How are we helping the science teacher and the social studies teacher engaged in working with the core course to teach effective organization of ideas? Are we allowing ourselves in the new organization of the curriculum enough time to teach these fundamentals effectively?" Both Miss Etta Lee of the Mt. Vernon

Junior High School and Dr. Downey of U. C. L. A. emphasized the need for clear thinking before students write, for clear thinking based on adequate and thoughtful discussion.

Exploratory Reading was the subject of another section meeting at which Margaret Girdner, Supervisor of Libraries and Texts in San Francisco, was chairman. Lou La Brant of Ohio State University spoke of books as a forest. She said, "No one can know all the books. Reading must be recognized as a personal matter and is significant only as it means the finding on record of a life or an experience I need to know." Miss La Brant told of the need to help some young people to read older books about the personal problems of other generations in order to gain insight into their own needs and perplexities. She told of Jack who came to her desk one day after reading a book about another generation and said, "I did not know it was always that way."

Miss La Brant believes that English classrooms should be reading places. Too often teachers are afraid to let students enjoy books thinking that every class meeting must be concerned with writing or discussion. Actually English teachers may do their most effective guidance of students, may help them most in solving personal problems and in finding significant reading experiences when the class is having a reading session.

Perhaps the most interesting anecdote from the session was the answer Miss La Brant's students gave when her twelfth year students were asked, "Do you lose yourselves in books?"

"No, we used to."

"What do you mean?"

"When we were eleven or twelve it was all right to lose ourselves in books. If you are going to read important books about the world today, you have to learn not to let them tear you to pieces. You have to learn to read for the important ideas, not just for emotional experience."

Questions arose in the minds of the audience as Miss La Brant spoke. Is such a mature critical point of view rare even among adult readers today? Is there sufficient personal contact between students and teachers in our large high schools for personal guidance so that students can gain maturity in reading? More than once librarians and teachers and supervisors asked how we could prevent the censorship of books on controversial issues, a censorship which is a threat to honest thinking in a democracy.

Paul Witty's discussion of the school wide reading program emphasized the need for careful knowledge of the child in every diagnosis of reading interests and needs. He declared that reading experiences are directly related to the emotional life of the student. To understand the kind of experiences that young people seek in books, the time they spend with various kinds of readings, their rejection or acceptance of people and ideas gained in reading, one must know something of their whole adjustment to life. Indeed he attributed practically ninety per cent of the reading problems of young people to emotional blocking of some sort. In this statement Dr. Witty was challenged by Eason Monroe of the Stanford Reading Center who believes

Paul Witty

that while most of the difficulties in reading are results of personality maladjustment, much can be done to help retarded readers through understanding and remedying physical handicaps.

A pleasant feature of the conference was the excursions carefully planned to enlarge the horizons of English teachers. On Thursday there was an opportunity to go through the Columbia Square Studio and learn about the sound effects and to witness an actual broadcast. On Friday there were opportunities to visit the Huntington Library and the Pasadena Playhouse, to see the University of Southern California, the University of California at Los Angeles and to meet Hamlin Garland. Members of the Conference were the guests at a tea of the Pasadena Junior College, of Dr. and Mrs. Harland Greeven of U. S. C. and of Dr. Longuiel and the English Department at U. C.

Every excursion and the special motion picture preview of *Abe Lincoln in Illinois* were so planned as to make English teachers aware of new aspects of the way communication is effective through modern America.

Of all the impressions that we carried away none were more delightful than those of interesting personalities in the motion pictures and literature. At the Thursday luncheon "The Council Goes Hollywood" Jesse Lasky told vivid and almost unbelievable stories of the days when motion pictures were getting their start in an old barn not far from the very hotel in which we met. John Burton, president of the Writers Roundtable, told something of the relationship between writers and the movie industry. Freddie Bartholomew, unassuming and gracious, was a guest of honor willing to speak but briefly.

The Authors' Dinner on Friday night brought together as guests of honor such different and gifted people as Agnes Peterson, a dramatist as well as a school woman, John McGroarty, the California poet, Sheridan Gibney, President of the Screen Writer's Guild, Louis Bromfield, the owner and manager of a large farm, who writes when he wants to do nothing else more, and Lloyd Douglass, who sits down to his desk regularly at eight every morning. Both men were well aware of the subtle changes in our language which were rapidly making it American in its references to the familiar experiences of our industrial and social life.

An interesting and stimulating teacher made a remark that expressed the spirit of the conference. She said, "This fall at home we have spent hours and hours around a conference table discussing which of the fine points of grammar we must go on teaching. I came here wondering if I would make up my mind while I listened to these people who are authorities. Instead of having a few little and relatively unimportant questions answered, I have found a new world, a real world where my English teaching and the lives of students are overlapping territories. Now the important things to them—motion pictures, magazines, radio, newspapers—are more important to me and I see better ways to tackle the old and fundamental problems of helping students in reading and writing and discussing and thinking. Surely the National Council will have a Western Section meeting next year. We want it and need it."

Ward Green, chairman of the National Council's Committee on Regional Conferences, led the discussion of plans for a Western Section of the National Council.

Book Reviews

TWO SCHOOLS OF THOUGHT IN THE TEACHING OF READING

By Helen Heffernan
Chief, Division of Elementary Education,
State Department of Education

The December meeting of the National Council of Teachers of English as reported in this issue of the JOURNAL, and the report on the work of the Stanford Reading Center are both concerned with present trends in meeting the reading problems of adolescent students. In connection with these timely articles we are fortunate to have a review of three professional books recently published dealing with the same topic. Miss Heffernan is herself co-author of a textbook planned for remedial reading, *Desert Treasure*.

Three books have appeared in recent months which throw in bold relief some of the prevalent attitudes toward the reading problem:

Reading and the Educative Process,[1] by Paul Witty and David Kopel.

Teaching English in High School,[2] by E. A. Cross and Elizabeth Carney.

Toward Proficient Reading,[3] by James Alexander Hamilton.

Witty and Kopel have made the most distinct contribution to the literature on the teaching of reading in recent years. In their introductory chapter they distinguish between two emphases in reading instruction. Doctor Buckingham writing in the Foreword presents the difference in these two points of view:

"In this field there are two schools of thought. They may be called the school of skills and the school of interests. The school of skills minutely analyzes a pupil's reading disabilities and seeks a remedy—largely through drill—for each of them. It has faith that when the pupil needs these skills he will put them together in the total reading act. The school of interests considers what a pupil likes, or admires, or wishes to become, and gives him adjusted reading material which will serve these interests. It relies on the drive of emotionalized effort along paths of least resistance. The school of skills does not discard interests, nor does the school of interests ignore skills.

"The distinction is one of emphasis." (p. ix.)

Witty and Kopel give allegiance to a philosophy of education which regards the school "as an agency for social understanding, participation, and reconstruction." In such a concept of education the major emphasis in reading is no longer on mechanical proficiency and literacy but upon the development of persons who read critically and with understanding of the social implications of what is read.

The authors launch their presentation with an analysis of interest as a factor in reading. The conclusion reached is that the function of the school is not merely to find reading material on the level of children's ability but it implies concern about more adequate motivation through "finding subject matter which is worthy of being read and appropriate in meeting individual and group needs." (p. 59.)

In line with the broader conception of reading as a thought process, the authors present techniques of identifying the poor reader. The utilization of standard tests is only one method used for diagnosis. Remedial reading programs are presented for elementary and secondary schools. After facing reality in the reading situation at the present time the authors present an important chapter on the prevention of reading difficulties. If what is now known on the initial stages of reading instruction were in general practice in the schools the problem of so-called remedial instruction would be minimized.

The analysis of reading difficulties and the clinical approach as presented by Witty and Kopel is never a purely mechanical attack on the problem but always takes into consideration the total organism with all its problems of attaining wholesome personality orientation.

For the earnest student of education, *Reading and the Educative Process* provides guidance in studying all of the significant research in the field. The literature in the field has been continuously used to document the presentation thereby carrying authoritative information on all the major issues. But the authors have not sacrificed practicality to the shibboleth of educational research: there is evidence throughout that the authors are drawing on broad and significant experience with elementary and secondary pupils in actual classroom situations.

The work of the English teacher as presented in *Teaching English in High School* frankly includes responsibility for guiding children in acquiring reading skills and acknowledges that the "mechanics of reading" will be the English teacher's "constant companion" through the secondary school. The writers acknowledge that:

"As children grow older, their experiences of course broaden. They read more widely and think more deeply as they grow. These new thoughts call for words they have never used before, and more complex and more subtle arrangements of words, phrases, and sentences. And so there is a need for refining and extending the reading skills." (pp. 333-334.)

Two chapters are devoted to an examination of reading in the English program. The authors recognize the importance of speed in silent reading but striving for that end, educators overshot the mark. As a result, exactness of understanding and the building of an accurate vocabulary has been sacrificed to speed. Much of the cause of poor reading can be traced to failure to understand the words in a selection. The conscious building of vocabulary increases the speed and comprehension in reading. Understanding depends on exact meaning and speed depends upon ability to recognize and recall this meaning rapidly.

The authors recognize that about ten per cent of high school pupils will have serious difficulty. Although they recognize that the mechanical aspects of reading: eye movements, fixations, regressions, are important and that individual diagnosis is essential in these cases of serious reading deficiency, they place emphasis on methods of insuring purposeful reading through the utilization of interests and the guidance of pupils to materials within their reading comprehension. They say:

"The teacher of reading is not a teacher of skills alone, nor is the end of this instruction mechanical perfection. Many of the existing books for remedial reading stop with the training in mechanics. So do many reading programs. Throughout this chapter there has been constant stress upon the content of the readings. The skills are necessary but they are only a means to an end. That end is the development of character and

[1]Ginn and Company. Price, $2.50.
[2]The Macmillan Company. Price, $2.75.
[3]Saunders Press. Price, $2.00.

the extension of knowledge which comes from reading books worth the reading." (p. 365.)

In relation to the teaching of reading in high school, it is gratifying to find authors who see reading as an integral part not only of the English program but of the entire secondary school curriculum. All educators are coming increasingly to recognize the individual difference in boys and girls which makes it possible for some to read more difficult material than others and which makes one interested in factual material while another will be interested in the best literary material the school can supply. The work of the teacher is to find material of intrinsic worth to each and to guide every pupil's development so that he may read at the highest level for which he has the potentiality.

Doctor Edward C. Tolman, Professor of Psychology of the University of California, says in his Foreword for *Toward Proficient Reading* that "Doctor Hamilton presents the happy combination of an individual originally trained in theoretical, experimental, and physiological psychology who is now studying medicine, and who has, likewise, much practical experience in the teaching of psychology." Such a background of clinical psychology does not leave the reader unprepared for the author's treatment from the point of view of the mechanics of reading. The author has achieved a non-technical treatment of the subject which would give the teacher a brief and easily accessible familiarity with these phases of reading. Inasmuch as the book is intended as a practical means of guiding adults who desire to improve their proficiency, the emphasis on the mechanics cannot be as subject to criticism as such a technique would be if recommended for use with children. Much information is presented concerning such difficulties as vocalization in silent reading and regressive, arrhythmic and lateral control deficiencies. Considerable attention is directed to the structure of the eye, techniques for the analysis of eye movements, and the hygiene of vision.

Dr. Hamilton makes a diagnosis of the individual, and remedial treatment is directed toward specific deficiencies.

Conclusion

The amazing attention being given to reading in current educational literature reflects an increasing reading-consciousness on the part of the educators. Whether reading will take its proper place among the activities which occupy man's leisure and deepen and enrich his thinking as nothing else can depends to a great extent upon the facility the school can give him in the process. The school's responsibility is not only that of teaching how to read. It must give guidance in *what* to read and help youth to find joyous and enduring interest in the world of books.

SECONDARY READING TEXTBOOKS

Recent textbooks in this field fall into groups along the same lines indicated in Miss Heffernan's review of the professional literature: texts compiled on the basis of genuine interest appeal; texts that combine the drive of interest appeal and materials for the improvement of reading skills; texts entirely concerned with suggestions and drills to build up reading techniques.

The Discovery Series:[4] Adventure Bound, edited by Chester L. Persing and Bernice E. Leary; New Horizons, edited by H. Augustus Miller and Bernice E. Leary; The Open Road, edited by Ray Compton, Marjorie Dowling Brown and William B. Brown. These three books certainly fulfill the ideal of choosing narratives of vivid interest to contemporary adolescents. The selections are factual stories of achievement and adventure and provide for a wide range of individual interests. Intended for slow readers in the ninth and tenth grades, the reading difficulty as checked by the Leary-Gray formula and the Lewerenz Word Rating scale is at seventh grade level. After each selection are additional titles of suggested reading on the same topic. *The Open Road* is the work of Los Angeles educators in the secondary field.

[4]Harcourt Brace and Company. Price, each title, $1.00.

Growth in Reading, Book Two,[5] by Robert C. Pooley, Fred G. Walcott, and William S. Grey. This book is meant for eighth grade readers of normal achievement. Like the *Discovery Series*, its usefulness lies above all in the interest appeal of its selections for the contemporary fourteen-year-old. Suggestions and questions are added to each selection as a basis for review and discussion. References provide further reading on any topic which may have roused special interest.

Desert Treasure,[6] by Helen Heffernan, Irmagarde Richards and Alice Salisbury. This book combines the two lines of approach, the emotionalized drive of interest, and the steady building up of skills through well-constructed exercises and drills. The book differs from others in this field in that it does not consist of selected materials, but is an original story written for its specific purpose. The story is a "western thriller" which cannot fail of its purpose to rouse and hold the breathless interest of readers through to the end of its twenty chapters. Coordinated with each chapter of the story, another section called "The Mohave Desert" gives twenty short chapters of information on the geography and history, the plants and animals, of the desert country which forms the background of the story. While story and factual narrative appeal to adolescent interest, the reading difficulty has been reduced to fourth grade level. A simply constructed dictionary helps meet the very moderate vocabulary load. Questions and study plans help to build understanding, reading skill and speed, and language mastery.

(*Continued on page* 20)

Helen Heffernan

Irmagarde Richards

Alice Salisbury

[5]Scott Foresman and Company. Price, $1.48.

[6]Harr Wagner Publishing Company, Price, $1.25.

Shasta Dam Emergency Schools

By Robert J. Meade
Supervising Principal, Shasta Dam Area

In the past few years, the eyes of the entire State of California and of most of the United States have been turned on Shasta County and the growth of the Central Valley Project, and on the building of the Shasta Dam in particular.

Most of the persons who will read this article are already familiar in general with the provisions of this great project, but for the benefit of those who may not be informed, the following is a brief summary:

The Central Valley Project was thought of as a possibility as early as 1871. It was not until 1933 that the project finally became a reality, when it was voted upon by the people of the State of California, and in 1935, was approved by President Roosevelt as an undertaking of the United States Bureau of Reclamation.

The entire project consists of the Shasta Dam on the Sacramento River at Kennett, Friant Dam, on the San Joaquin River, the Friant, Kern and the Madera Canals, the hydroelectric current at the base of the Shasta Dam, and the Contra Costa Canal.

It is the Shasta Dam and the problems arising in connection with its construction that are of major interest to us.

Not only is the dam being constructed, but thirty-seven miles of the existing Southern Pacific Railroad are being replaced by thirty miles of new line above the water level of the future reservoir.

Also, much of the present highway must be relocated. The new railroad line includes twelve tunnels and eight major bridges.

The amount of work to be accomplished within the time limits of the contracts let is enormous and necessitates the importation of a large population of engineers and skilled labor, plus the usual influx of a semi-migratory class of people.

The following figures taken from the registration rolls of Shasta County are only an approximation to show the increased population:

In 1936, the registration for the entire county was 9,863. Multiply this figure by two and one fourth, and the product, 22,186, would be the approximate population for that date. In January, 1940, the registration for the county had reached an all time high of 14,643, giving an approximate increase of 14,000. While the population of the entire county has increased, the greatest growth has been in the city of Redding and the section of the county above Redding along Highway 99 north as far as Delta.

The greatest part of this growth has taken place in the section first known as Boomtown, and more recently dignified by the names Summit City, Central Valley, and Project City. This mushroom growth has been characterized by a typical frontier settling, modernized.

Besides the general growth, there are two beautiful modern well housed camps, one provided by the Pacific Constructors for their engineers and employees, and the other by the Federal Bureau of Reclamation Government Reservation, housing the Government employees.

Robert J. Meade

Robert J. Meade has been a Californian since he was three years old. Born in Denver, Colorado, in 1906, he moved to Chico in 1909. Here he went to grammar and high school and graduated from the Chico Normal School in 1924 at the age of seventeen. His first job was in Cottonwood, Shasta County, teaching fourth, fifth, and sixth grades. In 1925-26 he attended the University of California, then returning to Chico which had become a State Teachers College in the meantime. His next position was in Dunsmuir, Siskiyou County, as seventh grade teacher. After one year there he went to Hilt, Siskiyou County, as principal and upper grade teacher. He remained there until 1931 when he went to Winters, Yolo County, as principal of the Winters Elementary School. While in Yolo Mr. Meade was a member of the county board of education for four years. He resigned from the Winters position after eight years to accept his present job as supervising principal of the schools in the Shasta Dam area.

The problem before the county superintendent of schools, Mrs. Macie I. Montgomery, was the provision of adequate school facilities and educational opportunity for the children brought to Shasta County by this increased population.

The Federal Government had made no provisions for educational facilities, considering the education of children of employees a responsibility of the parents or local authorities.

Where a federal reservation or project is under state jurisdiction, the education of children residing in such an area is considered a responsibility of the state, and these children are as much a part of the state as those residing on privately owned property.

Traditionally, public education in the United States is regarded as a function of the state. This was the situation which existed in Shasta County at the time work on the Central Valley Project started.

There are approximately eight rural school districts and the Redding city schools immediately affected by the influx of population.

Schools originally designed to accommodate one teacher and up to thirty-five pupils found themselves over night with an enrollment of from forty to fifty children. In the Union District, which had but a small, one-teacher school, we now have the Central Valley School, with an enrollment of 175 children, Project City School, with an enrollment of ninety children, and the Pine Grove School, with an enrollment of about thirty-five, plus the original Union School, with an enrollment of thirty-one.

The first effort to provide educational facilities was at Summit City, with the erection of the Toyon School. This building was erected by Pacific Constructors, Inc. as provided in their contract, on land provided by the Federal Government.

It was up to the county superintendent of schools to provide teachers, supplementary textbooks, and supplies from her meager county funds of approximately $9,000. No additional state aid was forthcoming at this time.

Teachers were employed as needed at a salary of $85.00 a month, until at the end of the school year of 1939, eight teachers in all had been employed to teach over 400 children.

At the last session of the State Legislature, a bill was introduced by Senator Jesse Carter to provide some $250,000 to take care of the emergency school problem existing in Shasta County and the state.

The bill was finally passed late in the session, but not until the appropriation had been cut to $150,000, with the provision that any expenditures from this fund be approved by both the State Superintendent of Public Instruction, and the State Department of Public Finance. Governor Olson signed the bill late in July.

With the final approval of the governor, the machinery was immediately put into operation to establish proper school housing, either in the form of new buildings or new rooms added to existing school plants.

In the Union District, three complete new buildings were planned to take care of the children living in the towns of Central Valley, Project City, and Pine Grove. It was found to be less expensive to build school houses than to provide temporary transportation.

Because of the numerous delays, and the lateness of the date at which the state funds were made available, it was necessary to provide temporary housing in order to complete the number of teaching days required by law for the school year.

In Central Valley, a large community hall was finally rented and temporary partitions erected to form three classrooms. By the time school was ready to open, the school population had increased from an expected three teacher situation to one requiring five teachers and with the opening of school, following the Christmas holidays, a sixth teacher has been added to the staff.

At Project City a former dance hall has been converted to school use, and three teachers provided.

In the Bass District, which was originally a one-teacher school, there are at present approximately forty-five children and two teachers. The room is divided by a curtain as a partition.

The Smithson District, also originally a one-teacher school, is the center of operations for railway and highway relocation. This school now has approximately 100 pupils and four teachers. It is housed in an abandoned C. C. C. camp. This is probably the most picturesque and comfortable of all our schools, being located on a wooded flat at Salt Creek.

At Delta, the first unit of our new Emergency Construction program has recently been completed.

Many unforeseen delays and complications have held up the building programs in the other districts, but most of these obstacles have been overcome. Contracts and bids have been let for the construction of a six-room school at Central Valley, a two-room school at Project City, which needs to be enlarged to a three-unit building, and a one-room plant at Pine Grove. Additional rooms will be built on to the existing buildings at Bass, Buckeye, and Enterprise Districts. In Smithson District a new two-room building is proposed on a new site and the old school will be used only as long as an emergency exists.

Because of the many similar problems arising in the before mentioned districts, with the consent of their individual trustees these districts have been placed under the direction of one person known as the Supervising Principal of the Shasta Dam Area. However, this position was not created until the fall of 1939, and the burden of the problems arising in the emergency schools fell on the able shoulders of Mrs. Macie I. Montgomery, Shasta County Superintendent of Schools. It is due to her splendid administrative ability and fighting spirit that the schools of Shasta County face a prosperous and well organized New Year.

The Toyon School at Summit City.

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Library News

Edited by MABEL R. GILLIS, State Librarian

The following resume of library progress in California during the past year was prepared mainly from annual reports submitted by the public libraries, both city and county.

REVIEW OF LIBRARY PROGRESS IN CALIFORNIA

By John D. Henderson
Field Representative, California State Library

A review of the year's work in librarianship does not reveal new trends so much as continued progress along lines already laid down. There were significant developments in the fields of public library personnel, housing, and equipment. Library privileges were for the first time provided for the residents of Calaveras County. In several of the rural areas without local libraries there is interest in organizing county library service. New branches were established by city and county libraries; registration and circulation figures reveal an expanding and effective service.

Personnel

City and county libraries are benefiting from the personnel administration policies of local governments that have adopted civil service. Legislation passed in 1939 authorizing group insurance for public employees (Chapter 250) and the county civil service enabling act (Chapter 982) will include library staff members if favorable action is taken by the local jurisdictions.

An innovation particularly noteworthy is the joint civil service examination for the positions of Junior Librarian and Children's Librarian that was given by the Los Angeles County Civil Service Commission for the cities of Glendale, Long Beach, Los Angeles, and for Los Angeles County. The examination was given in Berkeley, to permit its being taken by students in the University of California School of Librarianship, and in Los Angeles. Residence requirements were waived. The success of this cooperative plan indicates that it holds many possibilities for the future.

Library schools are having little difficulty in placing their graduates. The demand for trained librarians increases as recognition is given to the advantages of professional educational equipment for successful and progressive librarianship. However, the need for the legal certification of professional librarians continues. Without legal protection there is the constant menace of politics and localism influencing library appointments to the detriment of the service. Legal certification for professional librarians has been adopted in several states. Forward-looking members of the profession will continue to work for its adoption in California.

Through discussion groups and staff associations librarians are becoming more articulate and better informed regarding current problems. The East Bay Library Council, the Discussion Group of the San Francisco Bay District of the California Library Association and the Professional Librarians' Forum of Los Angeles are to be noted especially in this connection. Several staff associations issue regular bulletins giving news items and articles of professional interest to staff members.

Service to Special Groups

There is a noticeable trend toward making public library service available for special groups. In Oakland forty-eight deposit collections were set up for the use of study groups. In the Kern, Contra Costa, Stanislaus, Tulare and other county libraries branches accessible to migrant workers were provided. Labor groups, C.C.C. enrollees, local Parent Teacher Association units and women's clubs and other organizations are offered material and service especially appropriate for their interests.

Home Demonstration Groups

In cooperation with the Committee on Home Economics in Education Through Libraries of the American Home Economics Association a number of county libraries prepared and distributed special book lists and annotated bibliographies. All phases of home-making are represented in these reading lists. Some of the subjects covered are: parent education, the home garden, consumer education, developing personality, recreation and entertainment, hobbies, clothing, health, nutrition, cook books, art, child development, the home library, music in the home, safety, managing the home, and sex education. Many of the lists are illustrated and issued in attractive colorful covers. The compilations bear such titles as: Decorating Livable Homes, Home-making Plus, New Books for Better Living, Books for Homemakers, and Books and the Home.

Interest in home economics material has been stimulated greatly through newspaper publicity, book reviews at Home Department meetings, special displays and exhibits as well as through these attractive reading lists. The county libraries are continuing their participation in this national program because of the effectiveness of this avenue of approach to rural readers in furthering the use of books and magazines relating to home-making.

Library Forums

The current interest in public forums has great significance for public library service. This is especially true in such cities as Ukiah, Bakersfield, Los Angeles, Long Beach and Hemet, and in the Decoto and Ramona branches of the Alameda County Free Library where the meetings are held in the library itself. The need for libraries in schools for children has long been recognized, but having schools in libraries for adults is something new. As this movement grows we may expect the library building of the future to place as much emphasis on adequate facilities for public meetings of this type as it does at present on stack space and reading rooms.

Housing

In Redwood City, San Bruno, and King City the public libraries are housed in new buildings. In the latter city the library shares the building with the city hall. A new building was provided for the Ascot branch of the Los Angeles City Library and plans are now under way for the new Hollywood branch. San Francisco has a new building for its West Portal branch. The next new building in this city will be for the Bernal branch. Extensive additions to buildings were made at Daly City, El Centro and Palo Alto. The Chico Public Library is undergoing complete remodeling. New equipment was provided the public libraries at Carmel, Larkspur, Lompoc, and Porterville. Improved lighting fixtures were installed at San Bernardino, North Long Beach, Santa Monica, Riverside, Monterey for the city libraries and at Red Bluff for the headquarters of the Tehama County Library.

Construction is under way on a county building designed to house the County Library Headquarters and some other county offices in San Bernardino. A new

work room with a basement for storage quarters was added to the Headquarters of the Siskiyou County Library. The additional facilities were given over to the branch and high school departments.

W.P.A. authorization has just been granted for the construction of a Headquarters building for the San Diego County Library. The project will cost $28,000, of which $16,000 will be provided by the federal government. The voters of Martinez approved a bond issue for the construction of a library building with W.P.A. assistance. Unfortunately, the plans did not materialize because of the failure to receive W.P.A. approval.

A community library room was included in two new rural schools in Kern County. At Panama and at Lost Hills the community branches of the Kern County Library are housed in rooms in the school buildings which were especially designed for this purpose. The rooms are fully equipped with new library furniture which was provided by the County Library.

Leasing of Branch Buildings

The leasing of buildings especially constructed for branch library service is working out successfully in the Oakland Public Library and in the Los Angeles and Sacramento county libraries. At Elk Grove, Sacramento County, a new cottage type building serves as the local branch. It is rented by the county. With slight alterations the building may be made into a residence, should the branch ever move to other quarters.

A new branch was established at Bell Gardens in Los Angeles County in a building especially designed for branch library purposes. It was built by a local citizen. In three other communities, Baldwin, Bellflower, and Hawthorne, the branches were moved into new quarters which were built to serve as branch libraries by the property owners.

Publications

A healthy sign of professional growth is to be found in the publishing of a bulletin by the California Library Association. The new publication will function as a clearing house for professional news and views supplementing the annual district and state meetings of our association.

New Service

A county library was established for the people of Calaveras County early in the year. This reduces by a considerable margin the number of people without local library service in California.

Although the point has not yet been reached where actual organizing work is going forward in any of the counties at present without county libraries there is a persistent interest in rural library service in these areas. Recently inquiries have been received from Nevada, Shasta and Sonoma county residents regarding book service for rural centers. Most frequently these questions come from teachers and others who have enjoyed library privileges in other counties.

In September of last year twenty-seven elementary schools of Placer County affiliated with the County Library for school library service.

Public libraries have brought their facilities and service closer to the people through bookmobiles, delivery service for shut-ins, outdoor summer agencies in parks, and playgrounds. The Oakland Public Library and the Napa, Solano and Ventura county libraries serve their readers through a bookmobile as well as through branches. New branches were established by several county libraries.

Equipment

Electric charging machines are increasing in popularity. In the past year machines were installed at San Luis Obispo, Porterville, Paso Robles, Hayward, Coalinga and Marysville.

An innovation that is proving its way is the book truck that is equipped with pneumatic tires. This is meeting with favor because of its silence and ease of operation in moving books from one part of the library to another.

In general, reports show an encouraging increase in support for public library service last year. To meet the demands of a growing population more books, better equipment and improved library buildings were provided. It is hoped that in the near future we shall see library salaries reflecting this appreciation of the service.

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California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

THE PRESIDENT'S MESSAGE

By C. W. Pierce

It is not too early to begin planning for our Annual Convention, and every member district in the state can have the pleasure and inspiration of participating in this event if you will give us your cooperation. *Now* is the time to send in suggestions for the type of program you want.

Last year several fine suggestions were received too late to be included at our Oakland meeting. Programs are planned to include problems of importance to all trustees, whether they work on city or rural boards, and in this day when transportation makes travel so easy and pleasant, it is gratifying to know that each year there is a notable increase in mutual study of school problems between school districts.

This year we will hold our convention in San Diego on September 26, 27, and 28 at the U. S. Grant Hotel. Reasonable rates at this hotel and at many other pleasant locations have already been secured, and the San Diego County Unit has many delightful plans for leisure hours during the convention period. We hope to see every county in the state represented at this meeting.

During the past month school attendance in many parts of the state has dropped to an alarming degree because of influenza and similar illnesses among teachers and students. In a few instances it has been thought best to close schools for a few days. As we read of difficulties experienced in keeping schools open during winter months in some other states, we realize our fortunate situation in California, where it is so seldom necessary to interfere with our school programs.

NEWPORT BEACH APPROVES SCHOOL BONDS

In contrast to other recent elections, voters of Newport Beach (Orange County) Elementary School District almost unanimously approved a $100,000 bond issue recently. This issue will be used to refinance existing school bonds, and will result in a considerable saving to the district.

TOWARD THE WORLD OF WORK

By Howard A. Campion
Assistant Superintendent, Los Angeles City Schools

In all of the current literature and through all of the platform presentations dealing with the youth problem the need for occupational adjustment is mentioned most frequently. Without exception our authorities point out that we would have no youth problem if we could find jobs for our young people and see to it that they were properly trained for those jobs.

What is this process of occupational adjustment? In brief, it consists of five steps:

1. Learning about the occupational world. This begins very early in life and should play an important part in the elementary school curriculum.
2. Exploring or trying out various activities of the world of work. This is best exemplified through the diversified exploratory offerings of the junior high schools.
3. Vocational preparation which involves actual training in the mental and manual skills of the occupation which has been chosen by the young person. Such training may be obtained in apprenticeship programs, in high school vocational courses, and in trade technical and professional schools.
4. Getting a job. The schools must recognize that it is not enough to give vocational training. The process is not completed until youth has been assisted in finding a chance to use the skill he has acquired.
5. Occupational extension. Occupations change—new processes and new materials come into use—and the worker must continue to learn after he obtains a job. Evening schools, adult education classes, vocational trade extension programs—all contribute to the worker's growth on the job.

The Los Angeles City School District is developing a program which emphasizes each of the above five elements of occupational adjustment.

The activity program of the elementary schools includes many units that contribute to the child's understanding of the occupational world. The junior high schools offer exploratory experiences in over fifty different occupations. Specific vocational preparation is afforded in the senior high schools, the Frank Wiggins Trade School, Metropolitan School of Business, and in the semi-professional courses of the Los Angeles City College. The placement function is performed by the Central Junior Employment Service which is maintained and operated by the Los Angeles City School District with the cooperation of the California State Employment Service. Vocational extension training is offered in the adult education program. Of the 162,000 adults who last year attended classes in the Los Angeles City School District nearly one-half reported a definite vocational value received from their school work.

New vocational activities in the Los Angeles city schools include:

1. A complete program of instruction in the aeronautical occupations. This includes pilot training, ground work, and all phases of aircraft construction.
2. Household Service in which young men and women are trained for employment in home care and management.
3. Photography, including commercial, portrait and cinematic.
4. Agricultural occupations, including work related to plant and animal raising, such as the processing of farm products, dairy products, etc.
5. Air conditioning and refrigeration.
6. Forestry.
7. Distributive occupations.

During the past year vocational education has been offered in the Los Angeles city schools to about 7,000 youth at the Frank Wiggins Trade Schools, 3,000 at the Metropolitan School of Business, 4,000 at the Los Angeles City College, and over 2,000 in Smith-Hughes and George-Deen classes in the senior high schools.

Plans for the future include provisions for an even greater number of youth who need assistance in making an occupational adjustment. Post graduate work in many of the high schools will give an opportunity for the young man who graduates to continue his educational work until he can find a job. For want of a better term these post graduate programs are being given the title "community colleges," and will emphasize the service needed by the youth who does not expect to go to college but who needs additional intensive training to help him over the threshold of the world of work.

THE SCHOOL TRUSTEE IN AN ADMINISTRATIVE REORGANIZATION

During the school year of 1938-39 a better administrative unit was made possible by unionization of six small school districts in Mendocino County. In this unionization it was not possible, and will probably never be possible to have a single central school plant. However, even without such physical combining of schools, there are distinct advantages of tremendous value. In such a reorganization the importance of the position of school trustee is clearly apparent. No matter how carefully details of such a combining of districts may be handled there will always be problems to be solved in which even the best solution will not please all the parties concerned. It is then that the conscientious school trustee is indeed a "pearl without price" in more than one sense of the phrase.

The administrative advantages resulting from such a move are very real. Instead of six boards of trusteees the business of the area served (approximately six miles by twenty-six) is attended to by one board of trustees, with a consequent reduction in errors by about the same ratio. The board of five members has shown less partiality and more considered judgment in handling the district's affairs than could be possible under the control of six separate boards of three members each. Business has been handled promptly and nearly every monthly board meeting has seen a full attendance. Faced by a limited budget, the physical condition of the existing plants was carefully surveyed and a sound program of maintenance adopted so that the approach of the end of the first year finds the district with better physical equipment than it had to start with.

Looking into the future the trustees are planning, through cooperation with the union high school district to set up a plan whereby the high school bus system will permit transportation of both elementary and high school pupils and the number of elementary schools in the union district will eventually be three instead of six. This will result in better educational opportunities for the pupils, for such an arrangement will permit the employment of a music instructor serving both high school and elementary school systems. A supervising principal for the elementary schools will also be employed who will also act as executive secretary for the elementary district.

The members of the board of trustees of this district, the Anderson Union District, are: Ralph Withrell, president, Mrs. Iva Mackintosh, clerk, Mrs. Louise Nichols, George Bennett and Mrs. Maude L. Ingram, F. R. Leonard is principal.

A.A.S.A. ST. LOUIS CONVENTION

The 70th Annual Convention of the American Association of School Administrators to be held in St. Louis during the last week of February will be attended by many California school administrators and a number of school trustees. The opening meeting on Sunday afternoon will feature Reverend G. Bromley Oxman, Resident Bishop of the Methodist Church, Boston, whose address will set the keynote of the convention program.

"Musica Americana," a dramatic portrayal of American music, will be presented Sunday evening by 2700 High School students. President Ben G. Graham (Superintendent of Pittsburgh, Pennsylvania) in announcing program speakers includes outstanding educators from various parts of the United States, among them being Dr. E. W. Jacobsen, Oakland.

Afternoon sessions are given over to section meetings, several conferences of school board members being scheduled. The America Education Award for this year will be presented to Dr. William L. Phelps, professor emeritus of Yale University.

KERN COUNTY PUBLICATION

Of special interest at this time of year when school district budgets are under consideration is the statistical report recently issued by County Superintendent Leo B. Hart and Assistant County Superintendent Bernard C. Ely of Bakersfield. Comparative figures are shown for the past ten years in enrollment, A. D. A., cost per pupil, total expenditures and salaries paid. Both elementary and high schools are included in the survey which is illustrated with numerous graphs.

P.S.B.O.A. TO HOLD CONVENTION

April 17-20 is the date chosen for the Thirteenth Annual Convention of the Public School Business Officials. All sessions are to be held at Hotel Coronado, President Don B. Rice announces, and a wide variety of problems will be studied.

F. S. C. C. IN SCHOOL

School help from the Federal Surplus Commodities Corporation is now being received in a number of California counties. Sacramento County reports several schools as well pleased with the present plan of providing surplus foods for cafeteria use. Supplies do not comprise basic foods, but are said to be of good quality and will materially decrease cafeteria costs. Forms are provided by the corporation to the school principal who must list the number (but not the names) of children certified as needing relief. The principal is sole judge of certification.

STATE ADVISORY COMMITTEE MEETING

At the February 1 meeting in Los Angeles of the Advisory Committee on Pupil Transportation, it was reported that several proposals have been introduced in the special legislature designed to correct the present ruling which affects school busses being purchased on lease contract. These bills have been introduced as urgency measures and must be signed by February 5 to be of help this year.

Other matters considered by the committee included recommended changes in types of brakes permissible on school busses, proper training and type of drivers, first aid requirements, and retroactive regulations. The committee is composed of representatives from the following groups: State Department of Education, Secondary Principals Association, Elementary Principals Association, California School Trustees Association, Public Schools Business Officials Association, California Industrial Accident Commission, California School Employees Association, California Railroad Commission, the Motor Vehicle Department, and P. T. A. and Superintendents Association.

B. F. STINSON PRESIDES AT KERN COUNTY MEETING

The Kern County Trustees Association reorganized last fall, held an enthusiastic and well attended meeting February second in the cafeteria at Taft Union High School. Taft High School Board of Education, assisted by Herman Buchner, assistant superintendent, acted as hosts and arranged for dinner and entertainment. Several speakers were included on the program, and time was allowed for general discussion. The next meeting will be in Tehachapi, May 10.

CALENDAR FOR SCHOOL DISTRICT ELECTIONS CONDUCTED ON FRIDAY, JUNE 7, 1940

NOTE: This calendar does not apply to elections in districts having governing boards elected or appointed under the provisions of a city charter prescribing different procedure. In such cases the charter controls and must be followed. Except where otherwise specified the elections in union and joint union districts, high school, union high school, and joint union high school districts, junior college districts, and unified districts, shall be called and held and conducted in the same manner as elections in elementary school districts. (School Code sections 2.913, 2.914, 2.915, 2.1057, 2.1060, 2.1140, 2.1144, 2.2023.)

April 27[1] *Registration Closes.* Last day to register to be eligible to vote at this election. (School Code section 2.878.)

May 8. Notice of Election. On or before this date the Governing Board of the District must post in three public places and publish once a week for three weeks a notice of election, which notice must specify the time and place of election, the number of trustees to be voted for, the location of the polls, and the hours the polls will be kept open. If there is no newspaper published in the district notice shall be given by posting only. (School Code section 2.873.)

The Clerk or Secretary of the Board shall request the County Clerk to furnish copies, not exceeding 4, of the precinct indexes of county election precincts contained in the school district, as of April 27th. Upon receipt of such request at least twenty days before said election the county clerk shall furnish such copies. (School Code section 2.878.) If the Governing Board neglects or refuses to issue notice of election, May 23rd is the last day for three electors to post and publish such notice. Publication need be only once a week for two weeks, and is a charge against the district. (School Code section 2.874.)

In high school and junior college districts there must be a polling place in each elementary school district composing such high school or junior college district. (School Code sections 2.1058, 2.1141, 2.1142.) Except where the average daily attendance of the district (or of the elementary district comprising a precinct of a High School or Junior College District) is less than 500, polls must be opened and kept open the same hours as at the last general election. If such average daily attendance in such district is less than 500, the polls must not be opened before 9:00 o'clock A.M., nor closed before 5:00 o'clock P.M., and must be kept open for not less than four hours. (School Code section 2.877.) The Governing Board may subdivide the district into precincts. (School Code section 2.875.)

The Governing Board must appoint one inspector and two judges of election. If none are appointed, or if those appointed are not present at the time for opening the polls, the electors present may appoint such officers, and they shall conduct the election. (School Code section 2.875. See also Sec. 2.876 —pay of election officers.)

The Governing Board may mail out sample ballots and notices of polling place of voters. (School Code section 2.876½.)

May 18 to June 1[1]. Absent Voting. Between these dates (both dates included), application in writing may be made to the officer or Board conducting the election for "absent voter ballot"; upon receipt of same such officer shall deliver to applicant, personally or by registered mail, an official ballot of the precinct of said applicant, together with an identification envelope and a return envelope. Such officer shall then enter the ballot number and date of delivery or mailing upon the application of absent voter. Before the election such officer shall send to the Inspector of each precinct a list of voters in his precinct receiving absent voter ballots. (Elections Code section 5901, 5902, 5905.) All absent voter ballots must be voted on or before the day of election in the number required by Section 5930, 5931 Elections Code.

May 23. Candidate's Declaration of Candidacy. Last day for candidate to file with the County Superintendent of Schools. (School Code section 2.879.)

May 23. Declaration of Candidacy by Sponsors. Last day to file declaration of candidacy by sponsors, containing acceptance of nomination signed by the candidate, with the County Superintendent of Schools. (School Code section 2.879½.)

June 7. Day of Election. Polls open and close as set by notice of election. Immediately after the close of the polls the precinct election officers must publicly count the vote cast for each candidate, fill out the tally list, and certify to the correctness of the tally made. (School Code section 2.888.)

Election officers, in case of elementary and unified district elections, must make, sign, and deliver certificates of election to the person or persons elected, who shall forward such certificate, with the oath of office of such person attached, to the County Superintendent of Schools. (School Code section 2.889.)

The election officers in elementary and unified school districts shall then seal the returns and send them to the Clerk of the District. Within five days thereafter the Clerk shall forward such returns to the County Superintendent of Schools. (School Code section 2.891.) In Union and Joint Union Elementary School and High School District and Junior College District elections the returns shall be forwarded to the Clerk of the Governing Board of such district. (School Code sections 2.1060, 2.1144, 2.915.)

June 12. Last day for clerk of elementary or unified district to forward returns to the County Superintendent of Schools. (School Code section 2.891.)

June 13. Last day for the officer or board conducting the election to receive Absent Voter Ballots. (Elections Code 5932.)

June 11 to June 14. 1 P.M. Between these dates, both dates included, the Governing Board of the High School District must meet and canvass the returns, and issue certificates of election to persons elected, and forward duplicates of such certificates to the Superintendent of Schools having jurisdiction over such District. (School Code section 2.1061.)

June 14. 1 P.M. Governing Board of Union or Joint Union Elementary District must meet and canvass the returns and issue certificates of election to persons elected, and forward duplicates of such certificates to the Superintendent of Schools having jurisdiction over such District. (School Code section 2.916.)

[1] The last day on which the law permits the performance of this act falls on a Sunday; it is therefore indicated that it must be done on the last preceding business day.

June 14. 2 P.M. Governing Board of Junior College District must meet and canvass the returns and issue certificates of election to persons elected, and forward duplicates of such certificates to the Superintendent of Schools having jurisdiction over such district. (School Code section 2.1144.)

June 14. As soon as all absent voter ballots issued have been received or returned and accounted for, and in no case later than this date, the officer or board conducting the election shall proceed to count and tally absent voter ballots under the designation of "Absentee Vote." (Elections Code section 7801.)

Immediately on conclusion of canvass of absent voter ballots such officer or board shall proceed to add votes thus counted to the result of the official canvass of the precinct vote to obtain complete and total vote. (Elections Code section 7848.)

EXPLORATORY STUDIES PLANNED

During the past few years there has been a constant increase in the establishment of junior colleges in California. In many instances school boards of secondary schools serve as the governing boards of the new junior colleges, and will welcome the following announcement from the *San Francisco Public Schools Bulletin* of January 29:

"The American Association of Junior Colleges has received a grant of $25,000 from the General Education Board of New York City, to finance a series of exploratory studies in the general field of terminal education in the junior college. Approximately 500 accredited junior colleges are now found in the United States besides another hundred which are not yet thus recognized.

"About two-thirds of the 175,000 students enrolled in these institutions do not continue their formal education after leaving the junior college. The new study will be concerned particularly with courses and curricula of a semi-professional and cultural character designed to give this increasing body of young people greater economic competence and civic responsibility. There is increasing evidence that existing four-year colleges and universities are not organized adequately to meet the needs of a large part of this significant group.

"It is anticipated that the exploratory study will reveal the need and the opportunity for a series of additional studies and experimental investigations and demonstrations which may cover several years of continuous effort. Immediate responsibility for the study will be vested in an executive committee consisting of Rosco C. Ingalls, chairman, Doak S. Campbell, and Byron S. Hollinshead. The Director of the study will be Walter Crosby Eells, executive secretary of the American Association of Junior Colleges, Washington, D.C."

LEGAL INTERPRETATIONS

School District Taxation:

The appeal of the plaintiff in this action is dismissed and the action itself is dismissed, the appeal and the action having been abated by the provisions of Chapter 159, Statutes of 1939, adding sections 3804.1, 3804.2, and 3804.3 to the Civil Code and sections 4806, 5097.3 and 5097.4 to the Revenue and Taxation Code; which sections are not in violation of section 24 of Article IV, or section 15 of Article XIII of the Constitution.

Southern Service Company Ltd. etc. v. County of Los Angeles et al. (99 C.D. 43;—Pac (2d)—, on rehearing (96 C.D. 284).)

NOTE: Certain of the points in the decision on the original hearing were included in a partial digest of the decision which appeared on pages 212-213 of the October 1938 issue of *California Schools*. In addition to the points there enumerated, the Supreme Court had also held that under section 18 of Article XI of the Constitution no county, city, town, township, board of education or school district could in any year levy a tax except for expenses falling due during the year in which the tax was levied.

By reason of the granting of the rehearing of the action by the Supreme Court and its decision on such rehearing, the decision on the original hearing is to be considered as having never been made.

Dismissal of a Probationary Employee of a School District:

Where the governing board of a school district gave a probationary employee of the district written notice on December 20, 1935, that he had been dismissed from the service of the district and contract terminated, in accordance with School Code section 5.680, effective January 3, 1936, is not sufficient notice of dismissal to a probationary employee of his dismissal under School Code section 5.681, since it had previously been decided in another action (Comstock v. Board of Trustees, 20 Cal. App. (2d) 731) that the purported dismissal was ineffective as a dismissal under School Code section 5.680. (Comstock v. Board of Trustees, 99 C.A.D. 389, —Pac (2d)—.)

Effect of Formation of High School District Under School Code Sections 2.645-2.650:

A high school district formed under the provisions of School Code sections 2.645-2.650 (added by Chapter 769, Statutes of 1939) is a union high school district if composed of two or more elementary school districts and School Code sections 2.1050-2.1051 require the County Superintendent of Schools to call an election of a governing board of such district.

Under School Code section 2.85, the teaching staff of the new district may be engaged, and the budget of such district prepared and submitted, by the board thereof after its election and installation. (A.G.O. NS2196, December 29, 1939.)

Residence of Pupils:

When a juvenile court makes a minor its ward, removing him from the custody and control of his parents and pursuant to such action commits him to the care of a home or institution, the minor may be said to reside in the school district in which such home or institution is located, for the purposes of School Code section 2.21. (NS2167, December 2, 1939.)

ERRATUM

It was reported in this department in last month's issue that Long Beach was beginning work on four P. W. A. projects, amounting to $300,000, $205,000 to be contributed by the Federal government and the balance by the school district. A letter from Kenneth E. Oberholtzer, superintendent in Long Beach, sets us right: Long Beach has no P. W. A. projects under way: there is a W. P. A. project, however, for the surfacing of playgrounds, and other projects which are not connected with either P. W. A. or W. P. A. The Long Beach school district itself, without government aid, is spending a little less than $250,000 for construction which includes a cafeteria-student body building and an addition to the library and social studies building at the Junior College, and a shop and locker-dressing room at the Jordan Senior High School.

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BOOK REVIEWS—(Continued from page 11)

LET'S READ![7] The Silver Book, by Holland Roberts and Helen Rand. The Gold Book, by Holland Roberts, Helen Rand, George Murphy, and Nellie Appy. These two text books also fall in the group which depends upon the drive of interest for attaining reading skill plus materials to improve technique. With fine understanding of the normal adolescent range of interests, it provides stories and articles about the world as it is now, reflecting the adventurous life of men and women of our own time. But the selections are well implemented with guides and tests for enlarging understanding, and developing reading techniques and the creative use of speech and writing. The second of these two books is simpler in form and material than the first. In both the reading difficulty has been kept at a considerably lower grade level than the interest level.

IMPROVING YOUR READING,[8] by Helen S. Wilkinson and Bertha D. Brown. This text is entirely concerned with exercises prepared to help children improve their reading skills and understanding. Tests to [illegible] needs and growth are so constructed that for most children they can be self administered or can be used with the help of another pupil. The lucid explanations and suggestions in the foreword will be especially helpful to teachers who have not specialized in remedial reading but must deal with retarded readers in their regular classes.

ROADS TO READING,[9] by Reba G. Mack, William A. McCall, John C. Almack. Short reading selections, with expertly constructed exercises and suggestions that will build up vocabulary, understanding and speed in reading. A Student's Record Book accompanies the text with devices for entering answers to the exercises and for self scoring.

"THE MAN WHO CAME TO DINNER" COMES TO THE CURRAN THEATER

Sunday night, March 10, will see the opening at the Curran Theater of the latest act of hilarity by Moss Hart and George S. Kaufman, authors of *You Can't Take It With You,* when *The Man Who Came to Dinner,* with Alexander Woollcott, comes to rock San Francisco with laughter. The play is said to be even funnier than *You Can't Take It With You* which was a smash hit wherever it appeared. John Mason Brown of the *New York Post* wrote of it: "*The Man Who Came to Dinner* is as gay, giddy, and delectable a comedy as our stage has seen in years. . . ."

Sidney B. Whipple, of the *New York World-Telegram,* wrote: "The fabulous George S. Kaufman and Moss Hart have drawn from the bottomless wellspring of their wit the most sparkling and intoxicating dramatic concoction since *You Can't Take It With You.* The audience was dazed, hypnotized, and almost suffocated in its own laughter." Though Moss Hart and George Kaufman are always witty enough in their own right, their play this time has the added impact of Alexander Woollcott's personality. People who have enjoyed his books and his radio meanderings will find that Woollcott in person amounts to a triple threat.

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[7]Henry Holt and Company. Prices: Silver Book, $1.44; Gold Book, $1.28.

[8]Noble and Noble. Price, $1.00.

[9]Harcourt Brace and Company. Price, $.96.

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In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Convention of School Administrators 8
Book Reviews 10
A Unit on China, Bess Persels 11
Library News, Mabel R. Gillis 14
California School Trustees, Florence C. Porter 16

March, 1940

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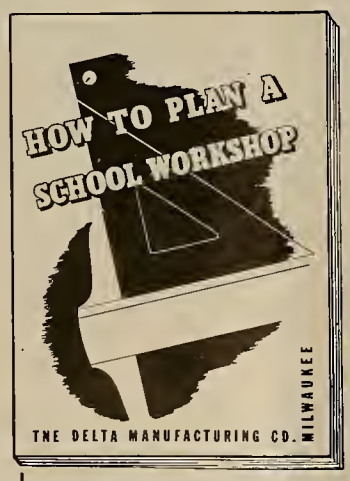

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EDITORS
Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Stafford

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Jottings of a Traveling Bookman

By W. M. CULP

The impact of present day realities upon education is working out upon lines not so complimentary to education or to educators as a whole, if one reads the press rightly and listens to comment by voice or radio. With demand upon public monies an ever-increasing burden for the lightening of the woes of mankind by a beneficent government, the spread of tax monies is beginning to become thin. We can not have adequate support of schools, a vast highway system, hospitalization of the lower third, social security, a super army and navy, a bureaucracy of nearly a million national public servants busybodying themselves for our self-betterment all supported out of a declining business cycle. The pinch is on the taxpayer with a vengeance this year. The public school is in the open; in many communities its budget is most open to attack. In the attack the failures of present day youth to measure up to the standards of their stalwart fathers is one cause of complaint. The Youth Congress at Washington seemingly has come in for a wholesome panning by about every regular newspaperman that had to report that meeting. The revolutionary radicalism of the most vociferous of members of that group is an indication of a new era of our social development.

We, as a new people, are becoming aged. If you look over the history of continental Europe for several centuries you will find that fomentation of unrest was a sporadic outcome of university life. In the United States until the last decade students as a whole took their football and social activities seriously, but to get hot and bothered about the affairs of the outer world, as of wealth, poverty, greed, survival of the fittest, Fascism, Nazism, Communism, and the rest of the train of soporifics for mankind—why that was out of the question. We are coming of age or perhaps are lapsing into the writhings of decadent civilizations in which the youth of the land first go berserk.

A second very serious development of the present attack upon the schools is that affecting teachers' salaries. In New York State the situation last year was critical, especially in New York City, because of the lopping off of some millions of state support money. In New York City with ninety-three per cent of the budget determined by mandate to be paid out in salaries a decrease of $5,300,000 in state support and of $3,000,000 in city support money made drastic economies necessary in the remaining seven per cent of the budget that carried the appropriations for all school purposes. Governor Lehman in his budget this year restored the educational appropriation to its customary amount but recommended since his budget was $15,000,000 out of balance an increased income tax upon the middle income group. This raised such a protest as was never seen in the state before. So the Republican majority of the state legislature balanced the budget by ways of their own. Education had to take a cut of about a million and a half according to this plan. The governor says this is all hocus-pocus and that the budget is still out of balance. That is the case as it stands now. But repercussions on the teachers are not all in. It happens that the salary scale of New York teachers is one of the best in the United States. An increasing number of teachers get the maximum allowance. Seventy years of age is mandatory retirement, thus permitting a large number of teachers to hold positions who ordinarily would have been retired at an earlier age. New York City has in its school department a large supervisory system of principals, assistant principals, district superintendents, plus a battalion of supervision departments. All of these highly paid by any standard in the country except that of New York City. The demand is being made that these employees of the school system in its educational department take a salary cut. This has to be done by state legislative enactment, and such action is threatened. Whether it will happen is not yet apparent. With teachers in the majority of the schools of the United States by no means well-paid and in many states under-paid, a cutting of salaries in the richest section of the country can not but have an adverse effect upon other sections of the United States. Already the school people of Yonkers, N. Y., are returning ten per cent of their salary this spring so that the city budget may be balanced.

* * *

Another development of the lack of tax monies for all social agency purposes is the demand that aged teachers and those physically and mentally unfitted for school duty be forced to retire in order that they may be replaced by young teachers at the opening salary scale. The question of relieving the too aged, physically or mentally unfit teacher from a tenure position is something that has baffled boards of education and superintendents for years. In New York City the head of the schools' medical department claims that of the city's thirty thousand teachers between two and three thousand teachers should be relieved of their positions and be placed upon the pension list because of physical or mental ailments that make them unfit to handle school children. The city superintendent of schools of New York City has reprimanded by letter the chief medical officer for making public some

specific cases (no names were mentioned). If the mandatory retirement age in New York City were dropped from 70 years to 65 years over a thousand vacancies would be made. Since New York City teachers receive upon retirement a very fair pension (in fact, we believe, about the highest in the country) it is not considered unjust to ask these teachers to retire.

But as superintendents know throughout the United States teachers, who for their own good and that of their pupils, should be relieved of their duties and be placed upon a pension, refuse to do so. It is these teachers in smaller communities who usually stir up trouble, and if the superintendent tries to do what he thinks is best for the children it is oftentimes the superintendent who moves on and not the erratic, emotional teacher. Boards of education have found that when they try to relieve such a person from duty it is the board of education that goes on trial rather than the teacher. Consequently, things continue as they are with the pupils the sufferers. It seems that there should be some way in which the children should be protected, while a teacher in his or her prime after giving a lifetime of good service can be made to retire gracefully. It is a characteristic of mankind that as we age and fail in our faculties we believe that we are as good as we ever were and resent any suggestions to the contrary. It must be brought out here that age alone does not bring lack of ability to teach, and making the mandatory retirement age too low would eliminate many of our best teachers. A person from sixty to seventy years of age either is at his prime or on the down grade mentally. For those individuals who are in their prime opportunity should be given to continue in teaching. Some retirement systems make this ruling of having sixty-five years the mandatory retirement age giving the board of education the privilege of hiring the individual upon a yearly contract basis after that age.

A fetish of a certain group in our nation is that the machine is cause of the greatest amount of our unemployment. That cry has been raised by thousands throughout the past century during the period of industrial revolution, when hand work has been replaced by machine work. But it goes without saying that millions more are now employed because of these same machines than ever before. The business of the automobile is a case in point. It is true that individuals who are displaced by machinery and refuse to learn new occupations are temporarily or permanently displaced from the roll of workers in our modern scheme of civilization. But it must be emphasized that there is another side which is that the machine makes more jobs and that invention has made living more worthwhile. The fourteen regional meetings held recently throughout the United States under the auspices of the National Association of Manufacturers to celebrate the 150th anniversary of the American patent system and to emphasize the contribution of technological progress to the prosperity of the country have done much to rebuke the inclination to blame the machine for our unemployment. In New York City at the Waldorf Dr. Karl T. Compton, president of the Massachusetts Institute of Technology, H. W. Prentis, Jr., president of the National Association of Manufacturers, and Charles F. Kettering, vice-president of the General Motors Corporation, all developed the thesis that applied science and invention had created far more jobs over the years than they had canceled, and in supplying opportunity and adventure had supplanted the old geographical frontiers. Dr. Compton said, "The age of discoveries of new continents is past, but the age of pioneering into new fields of opportunity in applied science and invention is now with us, and, so far as we can see, will stay with us with undiminished opportunity for many years to come." Mr. Prentis stated that between 1870 and 1930, while the population of the country nearly trebled, the number of gainfully employed persons, thanks to techuological advance, nearly quadrupled.

The recent St. Louis Town Meeting of the Air in which Dr. John W. Studebaker, United States Commissioner of Education, and C. Harold Caulfield, president of the San Francisco Board of Education and prominent San Francisco attorney, debated the subject "Should Controversial Subjects Be Discussed in Schools?" has brought into focus again a problem that is a most live one and delicate for public boards of education to solve. Dr. Studebaker took the affirmative side of the question and Mr. Caulfield the negative position. Dr. Studebaker advocated that since the pupil was living in a controversial world he should have the assistance of his teachers in reaching conclusions by studying subjects from all possible angles. Learning the method of reaching accurate and workable solutions of problems seemed to us to be the main basis of Dr. Studebaker's talk. From that point of view he favored the give and take of ideas from the kindergarten up, provided they were based upon truth rather than prejudice. In a real world with citizens of the same town, street, state, nation, and world being unable to agree even upon a basis of criteria for final judgments it seemed to us that Mr. Caulfield had a point in wanting the school a place of quiet and even study and contemplation of some of the fundamental tools of learning and subjects of study. He seemed to feel that it was not the problem of immaturity to solve the difficulties of adults. He made a good point in saying that things which are controversial issues when the student is young are rarely issues when he reaches adulthood.

In the time allowed it could not be brought out that universities and some high schools give courses upon these controversial subjects where naturally they have a definite place in the students' development. Most of our controversial subjects deal with economics, sociology, or religion. In proper courses devoted to these subjects no one should object to the full consideration of all sides of the questions involved. The acerbity of some of the questioners of Mr. Caulfield proved to us that in many communities the discussion of controversial issues in the elementary classroom and in the high school in courses other than those devoted to the subject would put the teacher on the spot and cause much trouble in the community. A case in point was the question asked Dr. Caulfield about the labor situation in San Francisco—a question so fraught with dynamite that it was ruled out by the chairman. One point was not mentioned in the discussion and should be: we as teachers and individuals, whether or not as a class, have our prejudices; there is perhaps one teacher in a thousand that is able to keep his or her personal bias out of controversial discussions. We are for more peace and quiet in the classroom and less of vociferous discussion based upon little knowledge and less fact.

Western School News

Edited by MORRIS WAGNER

SAN JOAQUIN COUNTY ELEMENTARY PRINCIPALS ORGANIZE

On Wednesday evening, February 28, fifty enthusiastic elementary principals of San Joaquin County met in Stockton to consider the possibility of organizing an association. Earl Shoesmith, district superintendent of Tracy, acted as temporary chairman and after an excellent meal introduced Harold Hill of Brentwood, who acted as toastmaster. Mr. Hill then presented the superintendent of San Joaquin County schools, Amos Williams, who extended greetings to the group.

Three active Bay Section principals were then introduced to present a picture of the possibilities of organization and how it would be affiliated with the present section and state organizations. F. B. Zimmerman, state president of the California Elementary School Principals Association, presented greetings and explained the state organization. Beecher Harris, Bay Section president of the C.E.S.P.A., also presented greetings and explained the Bay Section's place in association work.

Kenneth Forry, secretary of Bay Section and newly elected president of the Contra Costa County Principals Association described how that association works in conjunction with other principal groups in the state. Dr. Lester Sands and Allan Beach of Palo Alto were presented, following which Dr. Lawrence Thomas of Stanford University gave a very interesting and thought-provoking talk on understanding people through "Type Psychology."

This group is planning another meeting on March 27 at which time a formal organization will take place.

SOUTHERN SECTION ELEMENTARY PRINCIPALS' MEETING IN SANTA ANA

On February 10 the Southern Section of the California Elementary School Principals Association held one of its regular regional meetings in the Santa Ana High School.

Following a one and a half hour demonstration by Santa Ana teachers of industrial art work the regular business meeting of the Association was held. President Vincent Correll of Long Beach conducted the meeting, which was introduced by remarks from Santa Ana Superintendent Fred Henderson, and the California Elementary School Principals Association president, F. B. Zimmerman of Oakland.

Lathrop Junior High School Band gave a varied program which was followed by committee reports on Association business. Dr. Peter L. Spencer of the Graduates School, Claremont Colleges, presented an address on "What is Ahead?" His presentation was delivered in a very unique manner, in rhyme, and created considerable interest in his subject. This presentation was followed by a Forum prepared on the general topic of "Improving the Graduate Program in Elementary Education, in the Light of What is Ahead."

Following a luncheon, in which President and Mrs. Zimmerman were special guests, the delegates were invited to participate in an educational tour to the Rancho Santa Ana Botanic Garden. Mrs. Susanna Bixby Bryant was hostess on this trip, and every principal who attended was impressed with the project she is undertaking in making a California Botanic Garden out of 200 acres of Santa Ana mountains. Mrs. Bryant, as hostess, served tea to all of the visitors.

ENGLISH TEACHERS MEET AT MILLS

A meeting of the California State Association of English Teachers was held at Mills College on March 9. The topic discussed was "Trends of English Teaching in 1940." Among the speakers were George Murphy, Stanford; Alice Cooper, San Francisco Junior College; Donald Cherry, Sequoia Union High School, Redwood City; Helen Rand Miller, Mills College; Easton Monroe, Menlo Junior College, and Margaret Girdner, San Francisco Supervisor of Texts and Libraries.

Miss Girdner has been appointed to fill a recently created office in the Association, that of "Book Counselor." At this meeting she discussed audio and visual aids available to teachers and their relation to contemporary trends in teaching English.

On April 13 there will be a luncheon meeting of the Association which will be held at the Claremont Hotel, Berkeley, arranged by Miss Girdner. At this meeting the guest speakers will be several well-known authors of the Bay Region.

SCHOOL ADMINISTRATORS MAY COME WEST FOR 1942 CONVENTION

"The groundwork has been laid, and the prospects for a western meeting look very good," reports John F. Brady, chief deputy superintendent of San Francisco Schools and president of the California Teachers Association, who was one of the San Francisco delegates to the St. Louis conference. While at the conference Mr. Brady was actively engaged in gaining support for the proposal that

John F. Brady

the 1942 meeting of the American Association of School Administrators be held in the west. "In the west" is all that the proposal suggests at this time; no one city has been designated.

Other San Francisco delegates were: Mary Sweeney, president of the San Francisco Teachers Association and vice principal of the Redding School; Superintendent Joseph P. Nourse, Deputy Superintendent John C. McGlade, C. Harold Caulfield, president of the San Francisco Board of Education, and A. J. Cloud, president of the San Francisco Junior College.

FLORENCE C. PORTER ELECTED HEAD OF NEW NATIONAL ORGANIZATION

"The National Council of State School Board Associations" was formally organized at a meeting held in St. Louis during the School Administrators' Convention. Representatives of many state school board associations met at that time and discussed proposals that had been submitted as a possible basis for a national organization. These proposals were prepared by the California School Trustees Association. In the form adopted they were in the main the work of Mrs. Florence C. Porter, Executive Secretary of the California Association of School Trustees. Mrs. Porter for a long time has been advocating the desirability of a national association to coordinate and

Florence C. Porter

strengthen the work of trustees throughout the country. She has spent a great deal of time during the past several years studying the field of trustee activities, and the possibility of their better organization. As a recognition of her services and her leadership toward this goal, she was elected to serve as first president of the new National Council with Mr. W. A. Clifford, Secretary of the New York State School Board Association, as the first secretary.

It augurs well for the success of this organization that it has elicited enthusiastic support from state superintendents, university education departments, and the United States Department of Education. The National Council of State School Board Associations is off to a good start as one of the important factors in the field of American education.

The purposes and activities of the organization are summarized as follows: careful study of existing school conditions in order to equalize educational opportunity in various states; active cooperation with state departments of education and other educational bodies in an effort to work out a more uniform program; stimulation of interest and cooperation between all schools and the general public through better public relations; provision of better articulation between various parts of the school systems; study of youth unemployment and stimulation of governing boards to assist actively in the placement of graduates; coordination of activities of educational groups that there may be less duplication of effort and expense and better understanding of objectives; control of any Federal funds that may be supplied for education by regularly established educational bodies; equalization of the burden of school support within and between states; protection against undesirable legal mandates and removal of political pressure in administration of schools.

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CONSERVATIONISTS WILL PUBLISH EDUCATIONAL MANUAL

A grant of $1,000 from the Rosenberg Foundation of San Francisco will make possible the early publication of a "Conservation Manual" of source material for high schools and junior colleges.

Dr. Aubrey A. Douglass, Assistant Superintendent of Public Instruction and Chief of the Division of Secondary Education, Sacramento, and Professor Woodbridge Metcalf, Extension Forester of the University of California, Berkeley, are developing the publication. Both educators are members of the California Conservation Council, sponsor of the project being undertaken in cooperation with the State Department of Education.

"Conservationists long have looked forward to getting more conservation education into the schools," said Miss Pearl Chase of Santa Barbara, president of the Council. "This new manual will include units on forestry, parks and recreation, wildlife, soil and water, and other phases of conservation."

YUBA COUNTY'S CONSERVATION PROGRAM

By AGNES WEBER MEADE

County Superintendent of Schools

The Yuba County Conservation Committee composed of representatives from every major organization interested in the conservation of California's remaining natural resources met at the call of the county chairman, Edward P. Biggs, state forest ranger, in February, 1939, to outline a program of activities for a whole month of education on the saving of our natural resources, particularly forests, fish, game, shrubs, flowers, and water.

Much hearty enthusiasm was evidenced in the preparation of plans, and conservation programs under the supervision of committee members were begun in each elementary and secondary school in the county. The programs included talks, motion pictures, slides, and exhibits. Essay and poster contests were promoted in order to build up interest, enthusiasm, and research. The essay contest was presented as an activity for students in grades 6-8, as a group, and high school students as a second group for participation. The poster contest was organized for students of grades 1-4. Awards were to be made for the best essays and for the posters and slogans appearing most meaningful.

The conservation program gained momentum rapidly, and it was decided to extend the period for research and study another month. Outstanding work was done by teachers and pupils in nearly every school in the county. Worthy of special mention is Indiana Ranch, a one-room school of fifteen students who have carried on extensive work in conservation under the guidance of their teacher for the past two years.

Keen interest had been aroused among the Indiana Ranch students after a devastating forest fire had destroyed trees

and vegetation during the summer. This calamity was followed by a treacherous winter. The effects of erosion became so evident as a result of fire and storm that the students grasped the opportunity to enlarge their point of view concerning conservation of natural resources. As a result of their interest a Conservation Club was organized.

The judges who selected prize winners from the various essay, poster and slogan contributors, made a special award to Indiana Ranch School Conservation Club for its valuable activities and educational development of the conservation program. The club has functioned actively for the past two years even during vacation periods and has made plans for next year's program. In 1937-38 the club's program was "Conservation of Soil"; in 1938-39 it was "Conservation of Forests"; and the 1939-40 study is "Conservation of Wild Life."

The conservation program as a whole proved to be so interesting that the committee members held a meeting early in 1939-40 to map out another program and contest. Thanks to the committee the program has been launched in the schools of Yuba County for a second year.

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C. C. CERTAIN, Editor

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

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1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

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1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

American School Administrators' Annual Convention

This great annual convention reflects, as does no other event of the year, the whole educational scene of America. School people look for its "headlined" publicity as indications of the most pressing current problems or controversies in the biggest "big business" of our nation. We wait with interest the newspaper reports, the official summary, and the comments of our own state delegation as they return to their posts from the national gathering of educators.

This year the impressions gleaned from these various sources lead to the conclusion that 1940 was *not* a headline year. It would seem that purposely and definitely the program of this convention, with its dominating note, "What's Right with the Schools," did not lend itself to sensational controversy or to the kind of publicity the conventions of recent years have too often provided.

"On the Credit Side of the Ledger" scores of addresses and discussions agreed in chalking up four solid achievements for our schools:

The American school system recognizes the principle of effective education for all.

The American school system seeks to provide the requirements for individual growth and happiness.

The American school system serves a comprehensive range of purposes.

The American school system provides the indispensable conditions for safeguarding and improving democracy.

These sober objectives, measurably achieved, are a basis for pride and confidence in our schools, but they express only what the rank and file of workers in the field accept on the evidence of their own experience.

But at a time when the schools are conspicuously under fire because of increasingly acute financial problems, it was well to place the emphasis of the convention on substantial achievement rather than on controversial issues or innovations.

Comments of E. W. Jacobsen, Superintendent, Oakland Public Schools

"The three problems of the schools that seemed to be of the most immediate concern to the convention members were: the problem of the young people leaving school who need to be helped to a better integration into the occupational life of the nation; the problem of taxation and the allocation of tax income, so that school funds may be adequately protected in spite of mounting demands for relief funds; the problem of applying more consistently the principles of democracy in the administration of the schools."

Dr. Jacobsen said further that the discussions of the convention had been throughout professional, constructive, and helpful. Administrators carried back to their work a strengthened feeling of professional confidence.

The 1941 Yearbook

Dr. Jacobsen was appointed chairman of the committee for the 1941 Yearbook of the Association of School Administrators. This yearbook will be concerned with a study of the family and its relations to the schools.

California's Outstanding Contribution to the Convention

"On Our Way," a dramatic revue which is a product of the Oakland public schools, was the hit of the convention. The revue is reported as having "catchy tunes, graceful dancing, colorful costumes, humor, pathos, and homely dialogue." It is "a dramatic interpretation of the Educational Policies Commission's report on *The Purposes of Education in American Democracy*. 'On Our Way' is entertainment of high order. But it is more than entertainment. It is sound educational philosophy, passing in living review with vividness which stamps the major purposes of education unforgettably in the spectator's memory."

The revenue was written by Jean Byers, English and drama teacher at Oakland's Fremont High School. Music for the show was written by Glenn H. Woods, Supervisor of Music in Oakland schools. Another Fremont High School teacher, Beatrice Burnett, had the responsibility of casting and directing the production. It was first produced in Oakland under the supervision of Superintendent Jacobsen. This preliminary production indicated in advance the great success which the play achieved when it was given at St. Louis.

The author and director went to St. Louis some three weeks before the date of the convention. A cast of players, a chorus and an orchestra were chosen from the schools of three of the suburbs of St. Louis. Within the brief time available a cast of eighty-five, a full chorus and orchestra, were trained to give a splendid performance that was the highlight of the convention, not only for its success as dramatic entertainment but for its educational significance.

The play is now in mimeograph form. California educators will be proud to possess a copy. With suitable adaptations any school may carry its stirring message to the people of any community. Persons interested in securing copies of the text of "On Our Way" for presentation by schools, should write to the Educational Policies Commission, 1201 Sixteenth Street, Northwest, Washington, D. C., for further information.

CONVENTION AFTERTHOUGHTS

By Vierling Kersey
Superintendent of Schools, Los Angeles

Superintendent Kersey, asked to give us some comment on the convention, contributed from his notes and memories some of the points that stood out from the crowded days of speech and discussion.

Administration in education demands courage, personality, and leadership more than philosophizing.

The good textbook, adequate visual aids, and classroom use of radio are the sectors in the frontier of better teaching. To do without any of them is short-changing good learning today.

Fundamental specifics are so much in demand in education today that they cause us to reaffirm in the new education the values stressed in the old.

Safety in traffic, home, and industry is a consciousness. Safety is not to be achieved by signs, resolutions, or regulations. People become immunized to signs, forgetful of resolutions, and disobedient of regulations. In the main, safety is a control from within. A good safety education must develop safety consciousness.

There is every conviction now that the best of lifelong education can and will come after school days are over. School day education must have an after school day educational influence.

Self-realization and a direct tie to some phase of economic competency must be the measure of some of the essential values in education.

The trend in cooperation is to empha-

size cooperation among pupils by the evident cooperativeness observable between teachers, between administrators, between administrators and teachers, between schools, and between community and school.

The strong characteristics of a school now are measured in terms of the community leadership, home carry-over, and parent and child dependency on the principal, the teachers, and the school.

Education must emphasize with youth in the study of democracy those things in which the life and acts of youth have bearing on doing something for and about democracy.

Education is facing now and for the future a severe questioning attitude on the part of the people who support education. Education must not become one of the mere social services a democracy renders to society.

European conditions are viewed with much more apprehension in the East than in the West. There are broad world implications to the situation. We in the West may prepare ourselves to be more alert in European relationships.

It is predicted that in the immediate future it will be increasingly difficult to teach peace. It is certain that it is important to teach peace and to teach the dangers of attack on our country from within and from without, together with our best knowledge as to the nature of the attacks against which we must be prepared and the kinds of preparation and defense needed.

The question of propaganda, what it is, and what it means to us and to the country is an important question in every conversation. It would seem that each of us must have a plan for guidance and appraisal in relation to propaganda. May the proposal be offered that we always ask concerning every speaker or writer:

Who is he?
What is he saying?
Why is he saying it?

SAN FRANCISCO BOARD MEMBER WINS NATION-WIDE APPROVAL

Mr. Caulfield's success in upholding his end of the debate presented by the Town Meeting of the Air during the conference flooded the wires with messages of congratulation from every part of the country. The affirmative of the question under debate, "Should Controversial Questions Be Discussed in Schools?" was defended by John Studebaker. Alice Keliher of New York University led off the challenging questions of the audience, which for the most part showed a strong bias toward freedom for school room discussion of controversial questions. Against this able attack, occasionally

C. Harold Caulfield

touched with acerbity, Dr. Caulfield defended the negative with convincing logic, good temper, and good sense. (For a report of this debate, see page 4 of this issue.)

AN OUTSTANDING YEARBOOK PRESENTED

California's Contribution to Significant N. E. A. Literature

Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, served as chairman of the committee which produced the 1940 Yearbook of the Department of Supervisors and Directors of Instruction, National Education Association. Out of nineteen eminent school people named on this committee, twelve are Californians. The Yearbook's title is *Newer Instructional Practices of Promise.*

It was not a fortuitous choice that drew upon California schools for the materials and the spokesmen in the field of new, but not untried educational philosophy and practice. California's leadership has established for our state an accepted place in the forefront of educational experiment, controlled by good sense and a firm grip on reality.

The Yearbook was presented at a general session of the St. Louis convention which brought together the representatives of the Society for Curriculum Study, the Department of Elementary School Principals, the Department of Rural Education, and the National Council of Childhood Education. Miss Heffernan made the opening address of presentation. A spokesman for each of the four participating groups discussed the yearbook critically.

A member of the audience reports that the evaluation of the yearbook brought praise for its content, and criticism only for the many "newer instructional practices of promise" which were not included. Miss Julia Hahn, presiding, remarked in summing up the session: "We have in the Yearbook sixteen chapters presenting the newer practices. Out of these evaluation comments we now have materials for at least sixteen yearbooks!"

Splendid discussions of the educational philosophy which lies back of these newer practices are contributed in chapters written by men who represent the universities, Harvard, Northwestern, Ohio, Peabody.

Nine chapters represent actual classroom practices in California schools: Helen Heffernan contributes a chapter on the utilization of the environment: Natalie White, U. C. L. A. Elementary School, on industrial arts; Corinne Seeds, U. C. L. A., on dramatic play; Gladys Potter, Supervisor of Elementary Education, Long Beach, on science education; Blanche Kent, primary supervisor, Oakland, on the creative arts; Peter Spencer, Claremont Colleges, on arithmetic; Lillian Lamoreaux, Director of Curriculum, Santa Barbara, on instructional materials; a group from the physical education department, U. C. L. A., on the dance, sports, competitive athletics; John Hockett, University of California, on the practical procedures for developing an integrative curriculum.

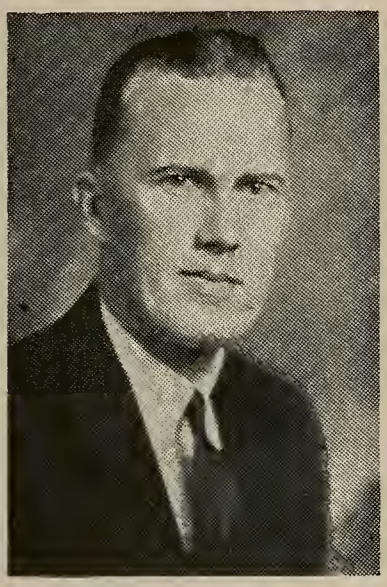
Julia Hahn, formerly in the San Francisco schools, now Supervising Principal, District of Columbia, writes on reading practices, and Nora Beust, of the U. S. Office of Education, on school libraries.

The great value of this yearbook will be its practical usefulness to teachers who work in systems where the "newer practices" are still on a tentative basis, or even in a stage of discussion only. These objective, lucid presentations of practices now in successful use in California schools, should be an inestimable contribution toward crystallizing the thinking and the procedure of the nation's schools.

Book Reviews

From D. C. Heath and Company

Living Your Life, by Crawford, Cooley, and Trillingham. Price, $1.25. This is a "guide book" of a new type, to meet a new but very definite need in the high school curriculum. It is a basis for the freshman orientation, or guidance, course that is rapidly becoming standard in most schools, under the title of "social living" or a similar description. The most immediate difficulty in the way of such classes has been the lack of suitable instructional materials. This text meets the difficulty with a comprehensive plan including practically every type of problem likely to come up in orientation courses, offering more suggestions than any class or teacher could possibly use, thus providing choice on the basis of the immediate situation. The book is an outgrowth of actual class experience. The authors all work in Los Angeles County, Mr. Trillingham being assistant superintendent and director of secondary education, Los Angeles County, Ethel Cooley on the faculty of the Fullerton Union High School, and Mr. Crawford professor of education in the University of Southern California. The high schools of the county have served as the trying grounds for the materials of their book. The choice of topics, the style, and language follow the actual needs of the young people who have contributed to and have used the materials. A few chapter topics that suggest the contents are: How to fit into the educational scene; How to plan and do your school work; Etiquette; Habits; Dates; Home Life; Vocation; Health; Leisure.



C. C. Trillingham

From the Stanford University Press

Children and the Theater, by Caroline E. Fisher and Hazel G. Robertson. Price, $3.00. This book is an outgrowth of one of the most significant contemporary adventures in the field of education, the Palo Alto Children's Theater. This group is hard to label. Its work is a community enterprise, and to some extent is supported by the city of Palo Alto. Its beautiful theater and workshop is the gift of a philanthropist. Its program is independent of, yet closely correlated with the public and private schools of the community. It trains good young actors and conscientiously gives full theater value for ticket money received from audiences that regularly tax its building to S. R. O. But it doesn't concern itself with turning out actors for the professional theater. Talent if discovered is recognized but not promoted. If the aim of the Children's Theater can even approximately be summarized it might be done best in the words "Let's have fun! All of us!" Gifted or handicapped, well off or underprivileged, handsome or homely, poised and competent or shy and inarticulate, all find a place, a part to play, and finding it are helped to that self realization and social adjustment which is the announced end and aim of our educational program.

The book, written by Mrs. Robertson, for eight years director of this remarkable undertaking, and her assistant Miss Fisher, adequately expresses the philosophy and the spirit that animate their work. For this service alone it is a valuable contribution to all who work with children, all classroom teachers no less than special supervisors of dramatic expression. But in addition it is a handbook of practical instruction covering the problems of organizing a theater group, and all the intricate needs of theater craftsmanship. The Stanford Press has done a fine piece of bookmaking. The beauty of the volume no less than its efficient exposition is dependent in no small measure upon the photographs of Maude Jay Wilson.

Timely Material for Social Studies

LING LING
CHILD OF CHINA

By EVA D. EDWARDS
and SUNG SZE-AI

Price, $1.25

People are people the world over, as this new story of life in China shows. Customs and manners may differ among them, but basic needs are seen to be the same.

Joint Chinese-American authorship makes this a book of valid information as well as an entertaining story. The manuscript of the book made several round trips across the Pacific for checking by its Chinese author, Sung Sze-ai.

Written at a high interest level with a fourth grade reading vocabulary the book will appeal to children from intermediate grades through junior high school.

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A Unit on China

By Bess Persels
Teacher, University Elementary School, Los Angeles

At the end of the spring semester the third grade group had completed a study of boats by loading their miniature crafts with cargoes ready to be shipped to Shanghai, China. On the opening day of school in September, the teacher arranged an environment in the room according to her knowledge of the children's past experiences, present needs and interests, for furthering this on-going area-of-experience started in the third grade. As the children entered she greeted them and invited them to look at the pictures and the objects on display.

The first to attract their attention was a table on which there was an arrangement of dolls dressed in their native costumes. On the same table were some miniature Chinese conveyances carved from wood. On a bulletin board there were illustrations of boats. A big map of the world and one of China were hanging on the front wall.

The children had a good time examining these things and talking about them among themselves and with the teacher. After a time the teacher asked the children to bring their chairs in a circle around her for the purpose of discussing what they had seen. A part of the conversation follows:

Child—I made a tanker last year that looks like that one (pointing to an illustration) and it sure sailed pretty in our harbor.

Teacher—I remember seeing your boats and I noticed how well they sailed in your Los Angeles Harbor. The day I visited you I think you were loading them with cargoes ready to ship to Shanghai, China.

Child—Yes, we were ready to go, but the summer vacation came too soon.

Teacher—I was more fortunate than you because I really went to China this past summer. I just returned to Los Angeles last week.

Child—You did! Did you bring back these dolls and things?

Teacher—Yes, I thought you would be interested in seeing how some of the Chinese people look as long as you had planned to go to China. These are photographs of the steamer on which I traveled (pointing to photographs).

Child—Gee! but it's big!

Teacher—If you had taken your boats on that trip to Shanghai, what would you have done with them when you arrived?

Child—We would have left our oil and other things and looked around.

Teacher—How would you have left your oil and other things?

Child—We would have gone to one of the piers and unloaded as we saw boats being unloaded at the Los Angeles Harbor last year.

Teacher—How do you know that is the way cargoes are unloaded at Shanghai?

(No response)

Teacher—Last year, did you talk about anything you would see upon your arrival in Shanghai?

Child—Yes, Mrs. A. said we would see lots of little boats like those in the picture on the bulletin board.

Child—They are called junks and sampans.

Teacher—I have some photographs that may help you.

Then the teacher told the children what they needed to know in regard to unloading their cargoes, illustrating what she said with photographs. This was followed by a graphic account of her trip from the time her boat entered the Yangtze Kiang until it arrived in Shanghai. She went on to describe what she saw after she arrived at the customs jetty—the unloading of the baggage by the coolies, the pushcarts and the wheelbarrows that took it away, the Chinese people, rich and poor, and the unfamiliar vehicles that transported the people to their homes or to the hotels.

Then she said, "I am going to show you what some of these vehicles are like." She took away a screen exposing to view a ricksha, a sedan chair, and a Chinese wheelbarrow of actual size. The children clapped their hands with delight and gathered around to examine them and to sit in them. They had a great time trying to sit in the wheelbarrow until they learned how by looking at photographs of Chinese people riding in wheelbarrows.

Before the children were dismissed in the afternoon they planned their work for the following day. Several questions asked at various times were listed on the board. These questions were read through and the children decided they would try to find answers to as many as possible for discussion the following day. Some books and magazines were brought from home, and several of the children gave brief reports, but as the information gained was meager, the teacher told the children that she had found some books that might help them and that she had written stories from information found in books too difficult for them to read. This material was distributed, and a supervised study period followed. (The teacher had prepared material on three levels to fit the needs of individuals within the group.) At the end of the study period the children came together to share what they had found. Following this the teacher darkened the room and showed slides of interesting Chinese scenes which illustrated more fully the information discussed.

Dramatic Play

Before the children started to play, they discussed what phases of the trip they wished to live. Then they chose the characters they wished to portray.

Some wished to be officers on the tender and in the customs house. Others wished to be coolies and ricksha drivers, and the remainder of the class were travelers, both Chinese and Americans.

The play that followed was not very satisfactory as the children did not have a clear understanding of the Chinese way of doing things. During the discussion following the play this conversation took place:

Child—We forgot how you said the tender was pulled into the customs jetty and fastened.

Teacher—Johnny, what was the trouble between you and Freddie?

Child—Freddie forgot to have his baggage inspected and I was the customs officer and had to arrest him.

Teacher—Do you think the customs officer would be able to leave his duties and take an offender off to jail?

Child—No, maybe we would call a policeman, but we had better find out about it.

Child—After I got into a ricksha I didn't know where to go or how much to pay the coolie.

Child—Don't they have traffic rules on the streets of Shanghai? We were going in every direction and nearly ran into each other.

Child—We ought to have some definite place to go after we arrive. Next time let's pretend the cloak room is the hotel for the Americans, and we can fix chairs and tables for the homes of the Chinese.

Building a Chinese House

The dramatic play led to a need for building a house large enough in which to play. The children said the cloakroom was all right for a hotel, but it wasn't much fun trying to live in a house made of chairs.

The next few days were spent in reading and discussing Chinese houses. During their study the children found out why there are so many poor people in China, and why they live in so many different kinds of houses. This knowledge, together with questions on why it is colder in some parts of China and why some materials are more plentiful in some places than in others, led eventually to a study of the climate of China. The children decided they wished to build a one-room adobe house with a wall around it, as it is the typical home of the poor living near or in the cities of China Proper.

Then the question of how to build it arose, and much discussion followed which resulted in all agreeing to make a miniature house of real adobe and bamboo, following as closely as possible the Chinese method of construction. The larger house would be a representation of the miniature model, and would be made of material much easier to handle than adobe—such as a wooden frame covered with paper or cloth painted to resemble adobe.

Soon it was discovered that there was not enough work on the construction of the houses to keep all the children busy at one time, so they decided to find out what furniture they would need and to begin working on it. After reading, it was discovered that they would have to decide in just what part of China their house was supposed to be located as the furniture differed somewhat according to location.

The children decided to be rice farmers and have their house situated in the rice district near Hangchow. Therefore they needed to make a table, two benches, some kind of altar for the household god, a stove, gate god, and spirit screen for entrance of the wall to be built around the house.

As the larger house was nearing completion, it was suggested it would be nice to show the surroundings of the house. It was decided to hang craft paper from ceiling to floor on all four sides of the room and on it to paint rice fields with the accompanying activities. In order to do this the children had to make a careful study of the story of rice, after which the scenes were planned and the mural carried out in due time to the satisfaction of all.

During the building of the houses the children celebrated the Ridgepole Ceremony in true Chinese fashion and invited their parents to attend. But the children felt disappointed at not having Chinese clothes to wear to make the ceremony seem more real. Therefore, as soon as there was time, a study was made of the clothes worn by the rice farmer and his family. Then patterns were cut from paper, measured; the cloth was ordered, dyed, and made into Chinese clothes. As soon as a child finished his suit, he made his hat out of cardboard, and painted it to look like the real straw ones worn by the rice farmers.

Dramatic play continued during the building of the house, but after hearing the story of rice, the children wanted to play it. They had heard the story of the Spring Festival and they wished to play that too. Eventually this play developed into a rhythmic portrayal of the story of rice. As there was a real need for Chinese musical instruments in the Ridgepole Ceremony and the Spring Festival, the children asked to make some of their own. This they did, and a Chinese orchestra was formed under the guidance of Mrs. James, the pianist.

During the dramatic play the Chinese women had to pretend to cook the morning rice for the men working in the fields. This led to a desire to build a real fire in their Chinese stove, and to cook some real rice. Also the children wanted to know what other kinds of food a rice farmer eats. They thought they would like to have a feast. But they decided they would have to have some dishes before they could do much cooking on the stove or have a feast. This led to the questions: What kinds of dishes does the rice farmer at Hangchow use? Does he make his own dishes?

As usual, study periods followed for the purpose of answering their questions, after which rice bowls and teacups were made by the mold method. While the plaster molds were drying the teacher gave an appreciation lesson on the designs found on Chinese pottery. She showed many examples of Chinese porcelain illustrative of typical Chinese designs, and the children found out that all Chinese designs have meanings. The teacher showed the Willow Pattern design and told the story portrayed. The children made their designs, and after the bowls had been cast the designs were applied while the clay was still damp.

While the children were waiting for their bowls to dry, they made chopsticks out of dowel rods one-quarter inch in diameter, carved Chinese designs on them, and shellacked them, ready for use. Then the teacher read to the children the story of how the Chinese happened to have chopsticks.

During the time the children were studying houses throughout China they found out that the city of Peiping used to be called Peking, and the teacher explained why the name was changed. They seemed so interested and asked so many questions that she read other stories about the Empress Dowager and the Manchus. From time to time when historical stories or legends were needed for enrichment or to give added meanings to the activities at hand, the

teacher supplied them. Finally a definite need was felt for making a time line of Chinese history to give a clearer conception of the time element. The teacher worked out the time line according to dynasties and explained it to the children. After that when historical stories were read they were illustrated, and the illustrations were placed on the time line under the right dynasty.

By this time the children had written a number of stories and verses and they were in need of a book in which to put them. The teacher brought some real Chinese books to school for the children to examine. They read stories about Chinese books also. Then they planned, designed, and made their own books. A study of paper followed, and the children made some with satisfactory results. They learned something about the Chinese language and the discovery of printing.

While reading about some of the Chinese festivals one child happened to come across the legend of Kite Day and reported it to the class. After that the children made kites from bamboo and gaily colored tissue paper, and took them out into the yard to fly them. Later they wrote stories and verses of their experiences.

One day a Chinese lady came to school with some beautiful Chinese clothes made of silk to show the children. This experience led to a study of silk. The teacher read the story of how silk was supposed to have been discovered in China, and how the secret was taken out of the country. Silk worm eggs and cocoons were brought from the silk factory at Escondido, and the children were greatly interested in raising silkworms and reeling the silk threads from the cocoons.

About this time, the bowls had been glazed and fired and were ready for use. The teacher brought menus and recipes which she had secured in China. In order to give the children a better understanding of Chinese foods the teacher took the class on a visit to Chinatown where they saw, examined, and tasted many of these strange foods found in the shops. They visited a Chinese restaurant and ate a real Chinese meal with chopsticks and bowls.

During the discussion of their trip to Chinatown the children asked if the rice farmer bought his food at shops like the one they had visited. This led to a study of Chinese markets and fairs. The children enjoyed the stories read about Chinese markets, and wished to have a market where they could go to buy things for their dramatic play. After a more detailed study, the children made things to sell in their market; they made scales for weighing, an abacus for counting, and money to purchase things.

As yet the children had not had time to plan their feast, although they had built a fire in their stove and had made tea and cooked rice. As the year was drawing to a close, the children expressed a desire to invite their parents to the feast. They decided it would be fun to give it in the form of a festival. They decided upon the New Year festival as this is considered one of the most important and most elaborate. As the celebration of the New Year festival lasts over a period of several days, it was decided to observe the day on which the ceremony of burning the kitchen god takes place. The children decorated their house with red streamers and lanterns. They set up their market to show the activities going on there. They planned and served a New Year feast suitable for a rice farmer, played Chinese games, and at the appointed hour, smeared the kitchen god's mouth with sugar so that he would say sweet things about them in the spirit land, and sent him skyward in a cloud of smoke to the accompaniment of the din of their musical instruments. As the smoke died away, the childen bowed low many times and shook their hands in farewell. This culminated the year's study of China and the Chinese.

Outcomes—The Development of One "Problem Child"

Children are usually greatly interested in the study of China because of its rich and varied possibilities. So-called "problem children" have found themselves during this area of experience and have settled down to earnest work with remarkable results. A brief account of one of these cases may give some idea of the growth that often takes place physically, mentally, emotionally and socially.

T. had been a disturbing element ever since he had entered the kindergarten. When he arrived in the fourth grade, he sprawled in his seat, made cat calls, spit on the children's work, ran out of the room when the teacher wasn't looking and threw stones at people on the school grounds. In fact, wherever T. was, there was trouble.

After the study of China had been well launched, T. began to show a little interest in dramatic play. One day he surprised every one by asking if he might try being the emperor. He played emperor with so much dignity and feeling that the children told him he had been the best emperor of all. T. had actually contributed something worthy of praise and had won the approval of the group for the first time. After that whenever the spring festival was played T. was chosen to be emperor. This seemed to do something to him. He began to sit tall in his chair; he walked more erect; took a more active part in all phases of dramatic play and gradually became quite proficient in depicting, through bodily movements, ideas for rhythmic patterns. He demonstrated the best ideas of the class in the portrayal of a pattern for an intricate Chinese water wheel. He wanted to be a juggler in the Chinese market place and also a tumbler in the New Year festival, so he asked the physical education teacher to help him do these things well.

T. began to work harder at learning to read because he had to read in order to find out something he wanted to do or to know. Then he took pains in writing and in learning to spell in order to express himself better in his stories. He brought books and objects from home to share with the class. Also he became interested in the Chinese language and studied the meanings of the various characters. One day he wrote a message to the teacher in Chinese. When she asked him to read it to her he said, "It is for you to find out."

T.'s spirit of cooperation improved one hundred per cent. He took pride in keeping the room tidy—doing things without being told. He came to school on Saturdays to work on the mural in order to finish it in time for a festival the children wanted to give for their parents. He was timid and self-conscious about talking before the group, but he would whisper his ideas to the teacher and she would tell them to the group. The children accepted him more and more as a worthwhile member of the group.

T. is in the fifth grade now and his teacher says he is continuing to develop. At a work program not long ago T. gave a short talk to the parents from the front of the room without acting at all self-conscious.

(See page 20 for a bibliography to this unit.)

Library News

Edited by MABEL R. GILLIS, State Librarian

The State Library is proud of the work that has been done by the personnel of the project set up by the Works Projects Administration, and we feel that libraries, teachers, and research workers generally should become more aware of the important material contained in the Sutro Branch of the State Library, located in the Public Library Building, San Francisco. The Project has been ably supervised since its beginning in 1938 by Mr. A. Yedidia. Dr. Paul Radin, the contributor of the following article, has performed outstanding research work in connection with the listing of material and has also been the editor of most of the publications.

OPPORTUNITIES FOR HISTORICAL RESEARCH IN THE SUTRO LIBRARY

By Dr. Paul Radin

Although it has for some time been generally known that the Sutro Library contains many rare books and that it is one of the small yet distinctive collections west of the Mississippi, comparatively little attention has hitherto been paid to it because of misapprehensions, quite unjustified in many ways, concerning its adequacy for any particular subject of research. A superficial examination of the catalogue of the bound volumes might possibly have conveyed such an impression. Clearly the library is woefully deficient in general reference works and the numerous secondary books published during the last fifty years.

It should, therefore, come as welcome news to the public that, through the exertions of the personnel of the Sutro Library Project of the Works Projects Administration, so generously sponsored by the California State Library, this impression can, at last, be definitely corrected. The Sutro Library can now be given its proper place. It turns out to have one of the most unique collections in the United States for certain significant fields of historical research.

The present article will confine itself exclusively to an enumeration of what these fields are because the Sutro Library Project was primarily concerned with the listing and elucidation of the pamphlets in the library, and these bore directly on these fields.

Special Subject Fields

There are *five* such fields, the first four of which bear a very specific relationship to one another. Briefly characterized they are the following:

1. The development of religious and civil liberty in general with particular reference to England, Germany and Mexico. For England, the material is strictly limited to the years 1640-1890; for Germany to the years 1520-1600; and for Mexico to the years 1750-1860.

2. The Mexican War of Independence and the establishment of the Republic, with particular reference to their ideological foundations, (1810-1838).

3. The economic history of England betwen 1640 and 1850 as portrayed more specifically by contemporary pamphlets.

4. The colonial expansion of England with particular reference to India and West Africa.

5. The administrative history of Saxe-Weimar-Gotha.

For the development of religious and civil liberties in England between 1641 and 1660 the library is possibly the very best in the United States. At a very moderate estimate there are 20,000 contemporary pamphlets and broadsides. Since the large majority of books dealing with this period, published up to 1850, are also to be found here, the opportunities for individual research on one of the most significant periods in European history—the English Revolution—are quite unusual if, indeed, not unique for the United States. The same can, on the whole, be said of the material for the period 1661-1714, although there are undoubtedly libraries east of the Mississippi that are as good.

The German material on the subject of religious and civil liberty is assuredly not as unique as is the English. It consists principally of five to six hundred contemporary pamphlets and the more important printed works up to the first decades of the nineteenth century. Ample source material exists for a thorough study of some of the minor figures of the Reformation, particularly for men like Ossiander and Eck.

Mexican Material

We come now to the Mexican material. There must be at least ten thousand pamphlets, broadsides and government proclamations, *bandos*, circulars, etc. Since all the larger printed works, the contemporary journals and an unspecified number of manuscripts are to be found in the library, the opportunities for research work on the basic ideological foundations of the history of Mexico between 1810 and 1835 are quite unparalleled. Indeed a preliminary and cursory study of the data has disclosed the astonishing fact that only one of the great protagonists of liberty and democracy of the period, J. J. Fernandez de Lizardi, is known to historians of Mexico today. The other two, Rafael Davila and Pablo de Villavicencio (El Payo de Rosario), have been completely forgotten. This applies, of course, even more definitely to the minor figures—the liberals, as well as the conservatives. Since it is in these pamphleteers and writers that the social and intellectual currents of early nineteenth century Mexico are properly portrayed, it can be said without danger of exaggeration that for the scholar or scholars upon whom the fortunate task falls to sift critically and study the Mexican material in the Sutro Library, there will be unfolded an entirely new vista of the meaning and significance of this epoch in Mexican history. On the basis of the Sutro collection it will become evident, I feel, that these pamphleteers enunciated all the significant ideas and ideals that were subsequently taken up by Benito Juarez and resuscitated by Madero and Cardenas. In short not only can the Sutro collection of Mexican pamphlets furnish material for excellent historical studies, but it actually contains the promise of contributing an entirely new perspective to the evolution of democratic ideas and ideals in Mexico.

English Economic History

Although the rest of the library can hardly compare with that which we have just enumerated either in richness or variety, it bids fair to be quite adequate for a number of very specific studies that would not be possible anywhere else west of the Mississippi. This is particularly true for certain phases of English economic history. The more important of these subjects are the history of the Poor Laws, particularly between 1750 and 1850; the history of the Corn Laws from the last quarter of the eighteenth century to their repeal, the history of the agitation for the repeal of the civil dis-

abilities of the Catholics and Jews (1652-1859) and the history of banking and currency. The library is particularly rich in pamphlets on the early history of the Bank of England, from its first inception to about 1850, and on the controversy over currency reform during the first three decades of the nineteenth century. The same can be said for the history of English colonial expansion, and for slavery. For the first, the emphasis is on India (1750-1820), and for the second, on the West Indies (1775-1830).

Sir Joseph Banks Collection

In a class by itself is the varied material contained in the Sir Joseph Banks Collection of manuscripts. Only part of Sir Joseph's voluminous manuscripts is here. A cursory examination by some members of the personnel of the Project makes it clear, however, that it is exceedingly rich in information concerning one of his main interests, namely, the improvement of the English livestock, and concerning two of his subsidiary interests — the struggle against infiltration into England of revolutionary ideas during the French Revolution, and the opening up of West Africa.

Achievements of the W.P.A. Project

Naturally the public, lay and professional, will want to know the extent to which the material described above has been arranged and catalogued, and thus made accessible. This, of course, constituted the primary purpose for setting up the W.P.A. Project. A few words concerning the achievements of the Project are consequently in order.

The Project has naturally sought first to list the pamphlets. Both the Mexican and the English are completed as far as concerns the bound volumes. The second objective was to acquaint the public in general with the nature of its contents. This has been done by issuing, in mimeographed form, three types of publications — Catalogues, Annotated Bibliographies, and Reprints.

There are to be two general catalogues, with the pamphlets arranged chronologically, one for the Mexican and one for the English. The first five installments of the Mexican have so far appeared. The Annotated Bibliographies deal fairly exclusively with the Mexican pamphleteers. Four of the five on Lizardi have so far been issued. The purpose of the Reprints is to place at the disposal of the public a selected number of the more important and rarer pamphlets, special stress being laid on England, Mexico, and the United States. Of these, fifteen have so far been published.

* * *

NEWS NOTES

On February 24 ground breaking ceremonies were held for the new San Diego County Library building to be erected at 3522 Meade Street. The building will cost $28,000 of which $16,000 is to be furnished by the federal government. Miss Marjorie H. Kobler, county librarian, wielded a "gold" shovel to inaugurate actual work on the project.

* * *

The February and March calendars are marked by a number of library meetings. The Golden Empire District of the California Library Association convened in Lodi on February 24, the Yosemite District meeting was held for the week end of March 2-3 in Bakersfield, the San Francisco Bay District March 9 in Berkeley, and the Shasta District meeting is scheduled for March 23 in Quincy. The Northern California Regional Group of Catalogers will hold a luncheon and afternoon conference in Sacramento on March 16.

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California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

THE ST. LOUIS CONVENTION

By Florence C. Porter

Any report of an annual convention of the American Association of School Administrators must necessarily touch only a part of the conferences and meetings held. The Seventieth Annual Convention which met in St. Louis February 25-29 showed a registration of more than 13,500 persons coming from every state in the union and representing almost every phase of public education. President Ben G. Graham (Superintendent of Schools, Pittsburgh, Pa.), presided at general sessions which opened on Sunday afternoon at the Municipal Auditorium with a Vesper Service. Bishop G. Bromley Oxnam of the Methodist Church in Boston, in the principal address of the afternoon, forcefully proclaimed that the American educational system is responsible for American faith in freedom and democracy, and urged that school people rise to the challenge that educational opportunity must be equalized. The goal of American education, he said, should be adequate training of youth to use and preserve democracy, and to realize that our form of government is an instrument to be used by the people for the enrichment of personality—in short that we must educate for freedom.

The most spectacular program of the Convention was given on Sunday evening when 3,000 high school students of St. Louis, under the direction of Mr. Ernest Hares, Supervisor of Music in St. Louis schools, joined in a presentation of "Musica Americana," a dramatic portrayal of American music from the earliest Indian tom-toms to present-day compositions. Each section was beautifully costumed and the entire pageant moved with a professional precision greatly enjoyed by an audience of some 15,000 persons.

Delegates from California and their friends were delighted to find that the annual "California Breakfast" had been arranged for Monday morning. More than a hundred persons were present to greet President John Brady of the California Teachers Association, who presided and introduced various guests.

General sessions on Monday followed the theme "What is Right with the Schools," featuring as an evening speaker the Hon. Paul V. McNutt, Federal Security Administrator, who chose as his subject, "Facing the Forties." More than a dozen meetings of allied organizations were scheduled, as well as smaller conference groups.

Afternoon sessions took the form of discussion groups, and on Monday, Tuesday, and Wednesday six discussion groups met concurrently. These meetings were under the general direction of Dr. John A. Sexson, superintendent of schools in Pasadena, and last year president of the American Association of School Administrators. These meetings were well attended and so arranged that listeners had the benefit of hearing representative educators from many parts of the country.

Safety education and discussions concerned with the problems of youth unemployment featured Tuesday sessions and conferences. The Yearbook presented to the convention called attention to safety education as a prime subject for emphasis during 1940, and Superintendent H. H. Hill of Lexington, Kentucky, predicted that driver education will be the next step in safety which schools will undertake. California has already done some work along this line and, with Pennsylvania, may be said to lead the nation in school safety programs.

Dr. John K. Norton of Columbia University (formerly of California) said that youth unemployment could be reduced materially by training more boys and girls for semi-skilled and highly-skilled occupations, such programs to be based of course, on an accurate knowledge of labor needs and increased vocational guidance. School officials were urged to make a vigorous attack on the problem at once. One interesting statement made was that there is relatively little unemployment among college trained men and women.

Francis J. Brady, president of the Providence, R. I., board of education, addressed a large group of persons interested in public school business administration. Believing that any effective school board should *know* that its school system was being properly directed, Mr. Brady emphasized the need of a clear and comprehensive understanding between governing boards and their superintendents, so that special problems or unusual situations might be interpreted properly to the public. Dean Grayson W. Kefauver of Stanford University, speaking of the type of person best qualified for membership on a school board, said that it was his opinion that persons who did not believe in public education sufficiently to send their own children to public schools, should not serve as school board members, and that as a general rule greater interest and effort was displayed by members whose own children were public school students.

More than the usual number of school board members were registered for this convention, many of them accompanying their superintendents, while others were intent on learning of trends in education which might be of value to their particular situations. Special mention is made in another column of the organization of a "National Council of State School Board Associations" which took place at a meeting following the Tuesday afternoon conferences.

Before an audience of several thousand persons, Dr. William Lyon Phelps, Professor Emeritus of English Literature at Yale University, was awarded the American Education Award for his outstanding contributions to American education. Irvin Cobb was a guest speaker, and the St. Louis Symphony Orchestra delighted the audience with several beautifully rendered numbers. All general sessions of the convention were characterized by unusually fine musical selections, proving again that development of musical ability is of universal interest and importance in American schools.

Several California educators took a prominent part in convention programs. Superintendent Willard S. Ford of Glendale at one meeting outlined changes in modern life which have brought about radical changes in educational programs, and while acknowledging changes already witnessed, he foretold an even greater change of program and procedure in the coming years. Dr. Lyman Bryson of Columbia University, well known to many California Adult Education groups, discussed problems of adult guidance, as did several other speakers. Mrs. Irene T. Heineman, assistant superintendent of public instruction in California, participated in a forum discussion

concerned with Child Development, as well as other conferences.

Speaking before a discussion group, Dr. George D. Strayer was one of the first to emphasize the need of an earlier education of children, at the same time warning that there must also be some improvement at the upper end of the school system if students are to be properly equipped to earn a living and become useful citizens. "Vocational education when well conceived and well carried out costs more than academic education," said Dr. Strayer, "but the additional cost must be borne or we will find ourselves living in a society from which freedom has departed. It is up to the boards of education to devise means of getting this money for advanced education if our system of democracy is to endure." As one method of helping to finance improved educational programs he suggested additional funds be provided by state and federal governments.

Round-table discussion of ways of detecting and analyzing propaganda, drew many listeners, as did informal programs concerned with schools and social service agencies.

No A. A. S. A. Convention would be complete without its exhibits, which have come to be known as the most extensive showing of school supplies and equipment to be found at any time. Exhibits in St. Louis covered 100,000 square feet of floor space, and included displays from more than two hundred firms and organizations. This carefully planned feature of the convention provided a definite help to the administrator or school board member interested in comparing values of commodities or obtaining information from experts in many fields.

The Bruce Publishing Company, publishers of the widely read *American School Board Journal* as well as of school texts, was celebrating its fiftieth anniversary and receiving congratulations from hundreds of friends made during this long period of service to the public schools of America. William George Bruce, editor and founder of the magazine, announces the "Golden Anniversary Number" to be issued in April, 1940, as the story of educational and administrative development of American schools. It will bring the perspective of the past to bear on problems of the future as no other publication is qualified to do, and will include articles from leading figures in the educational world.

Carroll B. Reed, superintendent of schools in Minneapolis, was elected president for the coming year, and Dr. Ben G. Graham automatically becomes first vice-president. Hobart M. Corning, superintendent of Colorado Springs schools, was elected second vice president. Time and place of the 1941 convention will be announced later.

St. Louis hotels were taxed to capacity to care for the delegates attending the A. A. S. A. Convention. California sent more than a hundred persons, some of whom were: Dr. and Mrs. Scott Tompson, Mr. and Mrs. Harold Kingsley, Dr. Willard S. Ford, Dr. E. W. Jacobsen, Dr. J. P. Nourse, Miss Mary Sweeney, Herman Spindt, Earl Gridley, Wm. S. Laidlaw, E. E. Muller, Mrs. I. E. Porter, John Brady, Dr. John A. Sexson, Miss Mary Virginia Morris, E. C. Kratt, Dr. Grayson W. Kefauver, Dr. John C. Almack, Glenn Woods, William Paden, W. K. Cobb, Frances Libby, Dr. L. D. Bernard, J. R. Croad, Frank Henderson, Clarence Phelps, Mrs. E. Robinson, Archie Cloud, J. R. Overturf, Walter Bachrodt, Ira W. Landis, C. M. Schilling, B. F. Enyeart, Will C. Crawford, Dr. Kenneth Oberholtzer, Miss Pansy Jewett Abbott, A. L. Blanchard, Dr. Vierling Kersey, Roy Becker, Mrs. Irene T. Heineman, A. B. Campbell, J. Harold Caulfield, William F. Benedict, Dr. Frank W. Freeman, and Dr. Frank Hart.

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USE OF LIQUEFIED PETROLEUM GASES FOR PUBLIC SCHOOLS

The attention of governing boards and school districts is directed to the fact that the Liquefied Petroleum Gases Safety Orders of the Industrial Accident Commission are applicable to the transportation, storage, and use of liquefied petroleum gases by school districts.

Investigation has disclosed that almost without exception installations for the use of such gases have been made by school districts without regard for the safety orders mentioned above.

The Department of Education has been requested to convey to governing boards of school districts and school administrators the information that unless such installations are made in accordance with such safety orders, it may be necessary to require expensive changes to make such installations safe.

Copies of the safety orders mentioned and other information concerning the installation of devices using liquefied petroleum gas may be obtained by addressing C. H. Fry, Chief, Bureau of Industrial Accident Prevention, Industrial Accident Commission, State Building, San Francisco.

STATE MOTOR VEHICLES EXEMPT FROM LICENSE FEES

On February 5, 1940, the Governor approved Senate Bills 9, 10, 11, 12, which being urgency measures, become effective immediately. These measures are now Chapters 1 to 4, inclusive, 1940 Extra Session, Statutes of California.

The effect of these bills is to exempt motor vehicles leased by the State and its political subdivisions, including school districts, from the payment of vehicle license fees and registration fees (excepting certain motor vehicles used for the transportation of persons for hire) and to cancel vehicle registration and license fee penalties due the State on such vehicles. Consequently, no vehicle registration or license fees, except as noted above, need be paid on such vehicles for the year 1940 or thereafter, and all penalties which may have accrued because of the non-payment of such fees are cancelled.

Because of the prohibitions contained in the Constitution it was not possible to make any provision for the refund of registration and license fees and penalties heretofore paid.

CALIFORNIA TEACHERS ASSOCIATION PLACEMENT SERVICE

By Roy W. Cloud

California Teachers Association established state-wide placement service on a cooperative cost basis many years ago after a thorough study of the field and its needs. The work in Southern California was placed under C.T.A. Southern Section with offices at 408 South Spring Street, Los Angeles. California north of Tehachapi is served through the Berkeley office (15 Shattuck Square) under the state association.

Earl G. Gridley, manager of the Berkeley office, is also secretary of C.T.A. Bay Section. He has several assistants who handle various phases of the work.

At the Los Angeles office, F. L. Thurston is executive secretary of the Section. Carl A. Bowman is manager of the placement service. Associated with him are Miss Lelia Hughes and Miss H. Olin Thornton.

The services are open to all members and to all employing officers. The modest fee (2.5%) is intended only to cover the actual costs of operating the placement activities. Commercial employment agencies charge 5 or 6% or more for the same type of service. The substantial difference thus saved by the teachers of the state over a period of years has amounted to many many thousands of dollars.

RE-DEDICATION OF SUTTER SCHOOL

Citizens and educators united in paying homage to the memory of the late Ralph Hawley in a recent service when the Sutter School in Emeryville was rededicated the "Ralph Hawley School." Mr. Hawley served as a member of the Emeryville Board of Education for twenty-three years. His technical training made him particularly valuable in the development of the school system, and his broad interests were reflected in his intense interest in the development of both school and community life. Ralph Hawley passed away last summer after an illness of several months. W. G. Coddington was appointed to fill the board vacancy. County Superintendent E. E. Muller, Chief Deputy Superintendent Vaughn Seidel, and Mayor LaCoste participated in the program, with Dave Pedemonte as master of ceremonies. The high school orchestra furnished appropriate music.

FACTS VERSUS FIGURES

By Bruce A. Findlay
Supervisor, Visual Education Section
Los Angeles City Schools

While budgets are being discussed and examined by school trustees, business associations, chambers of commerce, and old John Q. Taxpayer himself (and who has a better right to be interested in costs of schools?), it is important that those charged with the responsibility of spending public monies get the most possible out of every dollar. Charles Schwab tells of an interesting experience when as a young man he had spent a million dollars building the most modern steel mill of its kind. Before the plant was opened, Schwab conceived an idea by which he could save the corporation a great deal of money. He presented the matter to Andrew Carnegie, explaining that the plant as yet not opened would be entirely unsuitable for the new process. Mr. Carnegie congratulated Mr. Schwab and gave orders to tear down the steel mill and rebuild it on the new plan. Carnegie said the question was not, "Could he afford to tear down a million dollar plant?" Rather was it, "Could he afford *not* to tear down the million dollar plant?"

Applying the same analogy to boards of education, school trustees and taxpayers will some day be asking, "Why did school boards *not* afford audio-visual aids in greater abundance?" That their use enriches the course of study and gives the taxpayer a measurably greater return for his dollar are adequately and sufficiently proved. In fact, there is such an abundance of proof of the time-saving to teachers and students alike and of the greater retention value months later that anyone may readily substantiate the claims made for audio-visual aids.

The man who remains in business today is the one who takes advantage of every possible cash discount. We sometimes forget that the little "1% in 10 days, net in 30" totals 18% a year. Small savings soon amount to large earnings. Before any group of accountants audio-visual aids can more than pay their way in percentages far greater than 18% per annum.

In one of the great experiments made recently incontrovertible facts were proved. Two groups of students were used; each being of nearly the same intelligence and background. One group used textbooks, still pictures, lantern slides, and other illustrations except motion pictures; the other group used only motion pictures. After some weeks, comprehensive tests were given. The gains made by the film group were: (a) films increased the effectiveness of the teaching of the enriched course of study 19%; (b) they made the teaching of interrelationships involving interaction of events and forces 35% more effective; (c) they increased the remembering of historical relationships 43% and, of almost equal issue in greater importance, is the fact that it was proved conclusively that the children remembered facts and yet were able to do better thinking. In other words, they did not merely memorize facts.

In another experiment in twelve large cities in which eleven thousand students participated, the group using films excelled the non-film group by 33%. There are so many other facts and statistics based upon scientific study that there isn't the slightest question of a doubt but that audio-visual aids pay their way many times over.

Aren't such savings worthy of pondering seriously?

HIRING NEW TEACHERS

In this issue of our magazine we publish an article written by Roy W. Cloud, Executive Secretary of the California Teachers Association, which is the third of a series dealing with the placement of teachers. Former articles were written to describe the facilities offered by State Colleges and the Universities. The final responsibility for the choice of a teacher lies with the governing board of any school district. As the time for hiring teachers approaches, study should be given to the type of teacher desired, and careful consideration must always be given to applications received, to make sure that the teacher possesses the desired credentials, training, experience, and personality. Each of the above mentioned Placement Offices offers this assistance to governing boards, and further help and advice may usually be obtained through the office of the county superintendent of schools. The county superintendent is in a position to know the qualifications of any applicant for a teaching position, and trustees may well avail themselves of this service.

Most of us do not like to be bored with statistics but budgets being made up of statistics we cannot afford to overlook them. The taxpayer thinks very definitely of figures when he receives his semi-annual statement; therefore, any facts that we may give him to help him understand and appreciate the efforts of trustees, superintendents, and teachers to give him more for his money should be in order.

What board of education can afford to deny a school the small appropriation necessary for the purchase of a sound projector or the rental or purchase of films for the classroom, or the purchase of other visual aids that so greatly enrich the experiences of boys and girls? The saving in teacher-time in the use of films is a saving which alone more than offsets the cost of complete visual equipment in schools where these aids are used.

Audio-visual aids will never take the place of textbooks nor will they ever supplant the teacher who is as necessary in the use of audio-visual aids as the driver is in the automobile. As the motion picture is superior to the word-of-mouth story telling, so is the use of audio-visual aids superior to the old procedure of instruction merely from the textbook.

PLACER COUNTY NEWS

Two high schools in Placer County have been named incorrectly since their formation, if the records unearthed recently by Elwyn H. Gregory, superintendent of schools of Placer County, are correct. According to the records, Gregory has found that the Roseville Union High School district has been a joint union high school district since its formation in 1912, and that Placer Union High School district in Auburn has been a joint union high school district since 1916.

In the case of the Roseville High there are two joint elementary districts which voted at the time of the formation of the district to be part of the Roseville Union High School district, but during these twenty-eight years the people have not been paying taxes to any high school district although the children from this territory have been attending the Roseville High School. The assessed valuation of this district is $431,160, for 1939-40 and the Roseville High School tax rate is seventy-five cents.

The Placer Union High School has one joint elementary district with El Dorado County that is a part of the high school district. As in the other case no taxes have been collected from that part of the district lying in El Dorado County. The assessed valuation is $18,580 and the district tax is fifty cents.

Trustees of the various high schools in the territory about the Placer Junior College and contributing students to this institution met at the Junior College in Auburn recently upon the invitation of R. L. Tudsbury, Chairman of the Board of Trustees of the Placer Union High School and Junior College. A delicious chicken dinner was served and mutual problems of the high schools in the junior college area were discussed. After dinner all of the trustees attended the dedication of the two new Placer Junior College buildings at which Dr. Aubrey A. Douglass was the principal speaker.

At the present time the Placer Junior College serves the following high school districts: Placer Union at Auburn, Roseville Union at Roseville, El Dorado County at Placerville, San Juan Union at Fair Oaks, and Nevada City and Grass Valley.

It is planned to organize a trustees association to include all of the high school trustees in the area served by the Junior College as listed above.

ATTORNEY GENERAL'S OPINIONS

Liability of University Student Body for Injuries Received by Spectator at Ice Hockey Game:

Where the Associated Student Body of the University of Southern California (a corporation) entered into an agreement with the owner of an ice rink for the playing of ice hockey games, under certain stipulated conditions, including the division of gate receipts, and a spectator sitting in grand stand on the edge of the rink in a seat not protected by a screen, was injured during one of such games by the puck, it is a question of fact to be determined by the jury whether the student body and the owner of the ice rink were negligent in not providing either notices warning patrons of danger from flying pucks or screens to protect the spectators. In the present case the graduate manager of the student body and the players on the teams could not be held to be negligent in the absence of any showing that they were connected with the management, or shared in the proceeds, or had any interest in the venture. (Thurman, minor, et al. v. Ice Palace et al. 100 C.A.D. 129, —Pac (2d)—.) NOTE: This decision is digested because it may be of interest to the student body organizations of the public schools.

Validation of School Districts:

The formation of a school district subsequent to February 10, 1937, in violation of School Code sections 2.85-2.86 as said sections read prior to their amendment by Chapter 590, Statutes of 1939 was validated by the Validating Act of 1939 (Deering Act 8920) and said act also operated to validate the elections held for members of the governing board thereof and for the issuance of bonds thereby and all acts of said board which took place before the effective date of the Validating Act of 1939, which act was retroactive in its application (A.G.O. NS2228, December 29, 1939.)

Group Insurance for School District Officers, Employees and Their Dependents:

Under Chapter 250, Statutes 1939 (Deering Act 3725) the governing board of a school district may carry into effect a system or plan of group life, accident and/or health insurance for the benefit of the officers and employees of the district and their dependents, and the authority for payroll deductions contained in the statute extends to insurance covering dependents of officers or employees of the district.

The governing board of a school district may, in adopting such system or plan, consider the proposals of all companies authorized to transact such classes of insurance and a group life policy may be taken with one company and a group accident and health or disability policy taken with another.

The governing board of a district may not lawfully pay any part of the cost of the premium for such insurance (citing cases). (A. G. O. NS2272, January 22, 1940.)

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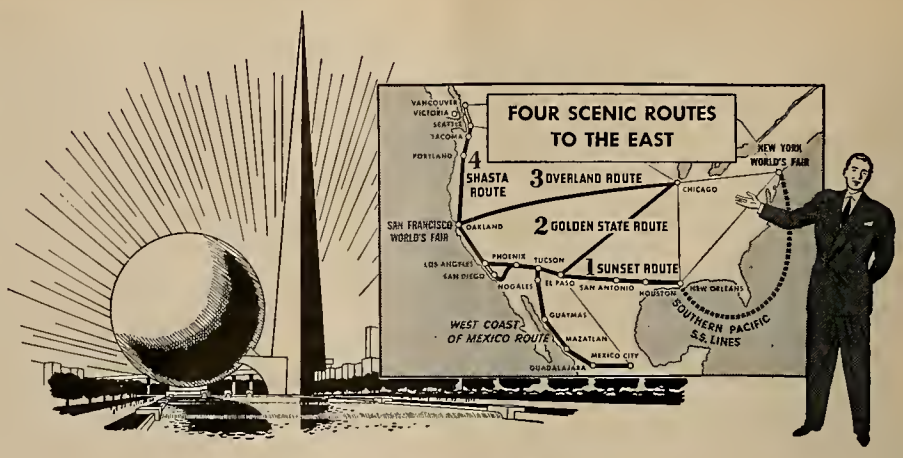

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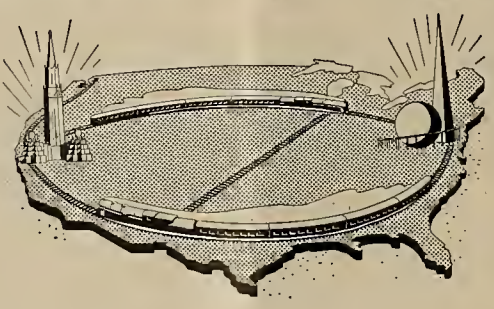

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In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Library News, Mabel R. Gillis 11
California School Trustees, Florence C. Porter 13
Book Reviews 20

April, 1940

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4. Cooperation with State Department of Education in its program.

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Jottings of a Traveling Bookman

By W. M. CULP

At long last Philadelphia, City of Brotherly Love, is doing something about its reckless drivers. The cynic said they had to before the forthcoming Republican National Convention this spring, or there would be no Republican delegates returning home after or during the Convention period except horizontally. Democratic sympathizers of the times would just as soon the old regime continued for they believe a week in Philadelphia leaping from curb to curb would revitalize the Old Elephant and make him a real contender in the fall election. The Keystone State adherent believing that this is a Republican year is seeing to it that the delegates return home safe and sound all hopped up to give the Donkey's slats a thorough shellacking. Already the horn drivers are easing off and with summons going out by the thousands Philadelphians are giving the pedestrian a break. By Convention time it is believed Philadelphia will be safe for even the most decrepit Republican delegate, or alternate, or common camp follower.

✓ ✓ ✓

Criticism of modern education will not down. Representative Bruce Barton of New York City, eminent business man, and mentioned for the Republican nomination for President, this past March in an address to an audience at the sixteenth annual convention of the Columbia Scholastic Press Association said that American education had been growing steadily worse since his father's time until it had reached a weakened state marked by too many easy courses, a scattering of energies and a sad lack of mental discipline. He advocated that Greek, Latin, and mathematics should be studied for the mental training necessary to a successful career in any field. After urging the study of classical subjects to "toughen the fibers of the mind and develop independent thinking," Mr. Barton declared: "People will think I am trying to be funny, but I suppose I was never more serious in my life. I am a liberal in politics and a reactionary in education. I believe that education has been getting steadily worse in this country. It was better in my father's time than in my time and better in my time than it is in yours. We are trying to spread out and teach too much and teach a smattering of everything. I think we will see the time again when there will be more emphasis on mental discipline."

✓ ✓ ✓

Dr. Harold G. Campbell, superintendent of New York City schools, in a recent communique to the members of his organization advocated that stress be made in developing "The Good Neighbor" policy toward our southern Latin neighbors by presenting in more favorable light the fine characteristics of inhabitants of South American countries, the wide variety of interesting things to be seen by the traveler, together with a sympathetic consideration of Spanish culture. In keeping with this idea an in-service course is now being given to 120 teachers, supervisors, and administrative employees to prepare them for travel and study in Latin America. The work is under the direction of William Wachs, instructor in Spanish at the James Monroe High School, the Bronx. Mr. Wachs, a veteran of South American travel, is developing his course along practical lines. He is trying to condense a three-year Spanish course into four months and yet give the student an idea of how to comport himself in various travel situations. How to bargain, how to call a taxi or waiter. What to see and where. All of these things are presented in a series of mimeographed sheets to be studied by the students and used by them later as a guidebook. Mr. Wachs considers that most Americans who go to South America are helpless because they do not speak Spanish. He says—"They are gypped by every one—That's why I'm teaching our teachers to offer half price for everything and then reach a compromise. By learning a little of the language they won't let the natives put it over on them. I am also teaching minor points of etiquette. For instance, in Mexico you clap your hands or hiss for a waiter, rather than bang on a glass as we do. Or you never accept gifts from friends, even when they are offered to you. By learning little things like these, our teachers will be able to go much further with their money and time." Another point of interest is that Mr. Wachs is giving his students a series of "key" phrases which he has found very helpful on trains and in amusement spots, restaurants, and stores.

✓ ✓ ✓

The matter of making a living is something that concerns the greater part of mankind. Our educational system is supposed to be the sesame in the accomplishment of this goal. But for years we continuously have been hearing that our educational set-up predisposes the youth of the land toward white-collar jobs and gives them anemia when it comes to donning overalls and participating in manual occupations. This last conference in Washington by a committee of the American Youth Commission, an unofficial organization cooperating in research work with the National Youth Administration, emphasized the continuity of this trend

and called for more definite training of boys and girls in high schools so that they would be able to accept jobs in the occupational trades. As Floyd W. Reeves, director of the commission, says: "Public education must concern itself less exclusively with the business of pushing students up a scholastic ladder which leads nowhere, and devote more attention to training which will enable our future workers to know what they can best do and in what fields there is a reasonable opportunity for finding employment. The task is one of determining the individual student's aptitudes and then giving him realistic training which will enable him to make the most of his ability in the high competitive labor market of the present." The chairman of this committee is Charles H. Judd, director of the education program of the National Youth Administration. Among the prominent members of this committee are: Edwin A. Lee, professor of Vocational Education, Columbia University; Ben G. Graham, superintendent of schools, Pittsburgh; Alexander J. Stoddard, Philadelphia superintendent of schools and chairman of the Education Policies Commission of the National Education Association; Willis A. Sutton, superintendent of schools, Atlanta, Georgia; and Oscar Granger, principal, Haverford Township High School, Upper Darby, Pennsylvania, and president, Department of Secondary School Principals of the National Education Association.

While we have one unit of our educators calling for definite training of the youth of the land so that they may accept positions in industry, we have another group calling for more generalized education and in some cases a return to the study of the old time humanities so that the individual may have a solid foundation of understanding of life, past and present, upon which to fashion his life's work. With these diversities of aim current in the junior high schools there is now being definitely established the fact that in the present educational set-up the junior high school must be an organization given over to exploratory courses to give the student an idea of the requirements of various occupations and to find out if the individual himself has the required aptitudes that make for success in the life's work chosen. In the beginning of the junior high school movement this was the expressed aim which was the justification of the establishment of this new organization. In few localities has the junior high school functioned as an exploratory institution. Usually, there has been the setting up of the various courses as commercial, vocational, and academic, and the junior high school has become a stereotyped senior high school in practically everything but name.

New York City is acknowledging this fact, and next year the plan is to try to make the junior high schools of the city something more than miniature high schools. Rigidity of courses, which the pupil has had to take when assigned in the seventh year, will be relaxed, and the attempt will be to find out the pupil's interests and aptitudes and to direct him into fields of study in which he is likely to succeed. Vocational departments in the junior high schools will probably become merely places for exploratory courses, because since the establishment of the vocational high schools in New York City, with their thorough courses, graduates of junior high schools after having become acquainted with the requirements of the many ways of earning a living and more physically mature, will have more chance of being proficient in their chosen work.

One of the first questions most graduates from high schools have to answer when they apply for a position is "What experience have you had?" Since most of them have had none, this lack of work experience has proved an almost insurmountable stumbling block in getting a start in the business world. Fortunately, this does not follow so much with college graduates, for many business employers prefer a college man or woman who comes well recommended as to scholastic achievements; they themselves feel competent to train new workers into the intricacies of their own businesses. What they desire is a native intelligence and a quickness to grasp instruction. Even in education the untried graduate from a teacher training institution does not now have to seek the country byways to get the first two years of experience before getting a position in larger educational systems. There is a definite policy in many large cities of taking into their system those students who have shown to their professors that they have exceptional ability. One of the most successful arrangements for introducing high school students to real business situations has been that of the Central Commercial High School of New York City, one of the largest schools of its kind in the United States training secretaries, bookkeepers, typists and general office workers. Under the leadership of principal Dr. Alexander S. Massell, with the approval of the Board of Education, the following scheme has been put into operation. Each senior must complete during his last semester four weeks of work in an office. This is carried out in two separate two-week periods. The school places students in offices throughout the city, in the Board of Education, and in various educational departments working as secretaries, clerical assistants, or receptionists for regular "bosses." For two weeks the pupil is assigned to one office. She works from 9 in the morning until 5 in the afternoon, a full day. She learns to take orders from her superior and gets "the knack" of cooperating with her colleagues. She does not get paid, nor does she displace any regular employee from a job.

The vital part of this arrangement is that in reporting back to school she has to give an account of her reactions to the position and of her manner of meeting the situations that arise. Also, the employer is given a report blank to fill out. From this report the student finds out where she is lacking and is able to improve herself. The opportunity to receive criticism before having a chance at a paid job is proving invaluable to the student. Pupils like this work-experience and take the project seriously. It has proved valuable in giving contact with outside business persons, potential employers. The students discover what is academic and what is practical in their own everyday classroom lessons. Dr. Massell finds that nearly 100 per cent of the girls who have made good records on their temporary assignments have been placed in jobs ranging from $15 to $18 weekly. A year ago not more than 40 or 50 per cent of the seniors were as fortunate.

Western School News

Edited by MORRIS WAGNER

DR. JACOBSEN ACCEPTS UNIVERSITY OF PITTSBURGH DEANSHIP

By W. W. Kemp

For the third consecutive time the Oakland schools have been drawn upon for an educational statesman to fill one of the important educational positions of the country. The citizens of Oakland and Californians in general have learned with deepest regret that Dr. Einar W. Jacobsen has accepted the Deanship of the School of Education at the University of Pittsburgh. His resignation from the Oakland system becomes effective September 1, 1940.

Dr. Jacobsen is a San Franciscan by birth but a graduate of Berkeley High School. He attended the University of California and was graduated in 1916.

Einar W. Jacobsen

Then followed a period of war service during which he was sent by the War Department to the Island of Haiti to aid in the establishment of schools. On his return to the state he was elected to the Oakland schools and taught at Washington School, later at Fremont High School. In 1920 he was appointed secretary to Superintendent Fred M. Hunter and was for four years in that position. From 1924 to 1929 Dr. Jacobsen was successively vice-principal and principal of Roosevelt High School. His marked success brought him to the attention of officials at Teachers College, Columbia, and he was invited to accept a teaching fellowship. There for two years he conducted courses in secondary education, attaining at the same time the Doctor of Philosophy degree. Then followed four years of service as assistant superintendent of the Oakland public schools. When Willard E. Givens resigned the superintendency to accept the post of Executive Secretary of the National Education Association, it was Jacobsen who was the logical choice to carry on as superintendent. In the intervening time Dr. Jacobsen has established himself nationally as a school administrator of the very first rank. He has continued and further developed the great traditions of the Oakland school system. He has also demonstrated remarkable teaching ability in the summer courses which he has conducted in the summer sessions of the University of California. He goes to his new position with a background of preparation and experience amply sufficient to guarantee his continued leadership in public education.

Following the resignation of Dr. Jacobsen, the Oakland Board of Education has wisely chosen as the superintendent-elect a man from its own group of administrators, and a man who is known to and revered by every school system in the State. Superintendent-elect William F. Ewing is a native of Indiana, where the Hoosiers used to vociferate "all good school administrators come from Indiana." We have in him direct evidence that at least one did. His early education in that state was topped by a period of study at the University of Indiana. Coming to California he took up work at the normal schools of Los Angeles and San Jose, transferring to the College of the Pacific where he received the A. B. degree. His graduate work was carried on at Stanford University and later at the University of California where the M. A. degree was conferred. During the twenties and early thirties he continued graduate study at the University much beyond the actual amount of work required for a doctorate.

Ewing's teaching experience has been both extensive and intensive. He has taught classes and administered rural schools in Indiana and he has done the same in private schools in California. His first contact with Oakland schools began in 1914, as a principal of elementary schools. In 1915 he was made vice-principal of Technical High School. Here he pioneered in some original guidance techniques and devoted much thought to the problems of high school boys. The response of these young fellows to Ewing's sympathetic leadership was so fine that the present writer has always believed it was the chief factor in convincing school boards that here was a man headed toward a great career as a public school administrator.

In 1920, Mr. Ewing was called to the principalship of the Pasadena High School and spent seven years in that city. He was quickly recognized as an outstanding administrator in the field of secondary education, and it was not long before the Pasadena board placed in his hands the responsibility of organizing and administering the Pasadena Junior College. His work in this connection has ever since been viewed as a conspicuous piece of achievement on that level of education.

Mr. Ewing was offered more than one large superintendency during his Pasadena sojourn. He preferred, however, to return to Oakland, not as key man, but as runner-up. Since 1927 he has been an assistant superintendent in

William F. Ewing

Oakland. With his wealth of "joyous experience" behind, he now steps into the skipper's position with the universal and affectionate approval of the Oakland teaching body.

Dr. Madilene Veverka, former director of elementary curriculum, Los Angeles County, who retired last June, has entirely recovered from the severe injuries which she received in an automobile accident January 31. Dr. Veverka has just returned from a trip to Washington, D. C., where she attended the national convention of the Delta Kappa Gamma Fraternity. Dr. Veverka is in her second term as president of the California chapter and was organizer for the society in this state. Dr. Veverka stopped in Chicago on her return from Washington to confer with her publishers, Laidlaw Brothers, on her new series of readers, the Laidlaw Basic Readers, of which, pre-primer, primer, and Book I have just been published.

ELEMENTARY SCHOOL PRINCIPALS' CONFERENCE AT SANTA BARBARA

By Eva D. Edwards
Principal, Claremont Elementary School

The Annual Conference of Elementary School Principals and District Superintendents, held in cooperation with the California Elementary School Principals Association, bids fair to become one of the outstanding yearly events of the educational program of the State.

In 1938, 300 elementary school principals met at San Diego, paying their own expenses. The spring meeting of the same conference numbered approximately 750 at Oakland in 1939. March 18, 1940, the morning paper of Santa Barbara optimistically expected "1,000 School Leaders." They underestimated by 203. That 1203 elementary school principals were willing to give up a major portion of their precious spring vacation to attend a conference speaks well not only of their enthusiasm and interest in their work, but of their faith in, and admiration for, their leadership. The excellently arranged program was no disappointment. Much credit is due Lloyd E. Albright, Lincoln Elementary School, Santa Barbara, who was chairman of the committee in charge of arranging convention details.

The highlight of the opening session at the Hotel Mar Monte on Sunday evening was the address given by Father Augustine of the Old Mission. He outlined the history of the Mission as an educational institution and told how two teachers and a thousand pupils at each mission center accomplished not only the building of the Mission but the training of the Indians in more than fifty trades and arts, in addition to their instruction in religion. He called attention to the fact that only six hours a day of labor was expected of each "pupil."

In a gracious response, Miss Helen Heffernan commented most happily on the work of the Mission Fathers as being a true forerunner for the progressive educational activity program of today.

Greetings were extended to the guests by Curtis E. Warren, superintendent of the city schools of Santa Barbara, by Mrs. Muriel Edwards, Santa Barbara County superintendent, and by Clarence L. Phelps, president of Santa Barbara State College. F. B. Zimmerman, president of California Elementary School Principals Association, presided over the meeting.

Monday morning's general session was held in the Auditorium at Recreation Center, with President Zimmerman presiding. Dr. Gertrude Laws talked of "The Education of Children—a Joint Enterprise of Home and School." She stressed the importance of understanding between parents and teachers. Education is a continuous process, never completed. There is a great need of a philosophy of education common to biological parents and social parents, each recognizing a share in the joint enterprise. Dr. Laws is Chief of the State Bureau of Parent Education.

Dr. A. S. Raubenheimer, director of the educational program, University of Southern California, dealt with "Elementary Education in Contemporary Society." He reminded the principals that there are 22,000,000 children in the elementary schools in the United States, taught by 650,000 teachers at a cost of $1,240,000,000 a year.

Alton E. Scott

The new president of California Elementary School Principals Association is a Californian by birth and received all of his training in schools of California. Mr. Scott was born in Caspar, Mendocino County. In 1925 he was graduated from Mendocino Union High School. He received his A.B. degree in 1928, and General Elementary Credential in 1937, from San Jose State College. His Administrative Credential is from College of Pacific in 1931. He has done extension work at the University of California in 1929, 1939-40, and during the summer session of 1939, toward his General Secondary Credential and M.A. degree. He has a Special Adult Education Credential also.

Mr. Scott's experience totals eleven and a half years as an elementary school principal and district superintendent. He has been principal, Linden Elementary School, Linden, 1928-32; principal, Franklin Elementary School, Santa Clara County, 1932-34; district superintendent, San Juan Union Elementary School, San Juan Bautista, 1934-40; member of the board of education, San Benito County, 1934-40; and president of the board, 1939-40.

Mr. Scott has recently been appointed district superintendent, Livermore Elementary School, for 1940-41.

Mrs. Lillian Mohr Fox, supervisor of elementary music, Pasadena public schools, ended the morning's program with a delightfully informal demonstration of what can be accomplished in rhythm, melody, and harmony with the use of many autoharps. With her signal cards she managed a dozen or two volunteer performers and had her whole audience strumming, humming, and singing unfamiliar airs and verses in less than no time.

While the annual business council was being held in the afternoon there were nine lesser conferences going on in various appointed places. Conference I, held in the Supervisors' Board Room at the Courthouse, was concerned with "Problems of Mental Hygiene in the Elementary School." The subject was presented by Mary B. Eyre, Claremont Colleges, and Mrs. Lillian B. Hill, Chief of the Bureau of Mental Hygiene, State Department of Education. Other conferences at the same time were discussing Arithmetic in the School Curriculum, Non-Reading Problems in the Beginning Groups, Reading in the Upper Grades, Science in the Elementary School Curriculum, Uses of Visual Aids, Speech Education, Tests and Measurements, and Experiments in Parent Education. Unfortunately, one person could take in but one of these conferences. It was very difficult to choose among them.

Officers of the Association elected for 1940-1941 are: president, Alton E. Scott, San Juan Bautista; vice president, E. J. Spiering, Ferndale; secretary, Edwin Clark, Avenal; treasurer, Burton E. Davis, Los Angeles; and directors, F. B. Zimmerman, Oakland, Nellie McCleish, Riverside, Ethel Baker, Fruitvale, and Harold Hill, Brentwood.

After the *very* early breakfast meeting at the Hotel Mar Monte on Tuesday morning came the second general session at the Auditorium. Miss Heffernan took as her subject "Basic Considerations in the Organization of the Educational Program for Elementary Schools." "Teaching," said Miss Heffernan, "is the most creative and most worthy purpose to which a human being is privileged to devote his life." She dwelt on the need of sensitivity on the part of the teacher to the desires and purposes of each individual child. She maintains that teachers must have great freedom in teaching, but at the same time must accept the responsibility that this freedom necessitates. The teacher's creed must

cover: (1) faith in democracy as a way of life; (2) faith in the educability of humans; (3) faith in the learning of social and spiritual values outside of books; (4) faith in wide variations in humans; (5) faith in an education that provides for complete and happy living.

The next speaker was Miss Corinne Seeds of the University of California. Miss Seeds spoke of the principal's responsibility for the growth of teachers in service and so indirectly for the growth of the children. It is his responsibility to make the teacher *want to want to* study the individual needs of the children. It is the principal's job, too, to plan the sequence as a whole.

Tuesday afternoon was given over to another group of eight conferences. Still another group Wednesday morning were all planned expressly to suggest ways in which elementary principals can best make the work of their teachers more valuable. Conference VIII on Tuesday afternoon presenting "Creative Expression in the Elementary School" was particularly noteworthy. Creative music, it was said, must be a dramatic development of the children's play activities. Concerning creative art: "There can be no creative expression without stimulus"; "Emotional repose develops creative ability"; "There should be no gushing over feeble effort." Concerning creative writing: "The quality of living determines expression. One must be sensitive to life around one"; "There must be definitely something to write about"; "Children must be taught to see and feel beauty and rhythm. They must be alive to the beauty and rhythm of words."

One of the best words of the conference was "The Principal Has the Last Word," by G. C. Loofbourow, principal, John Muir Elementary School, Fresno. Mr. Loofbourow's talk was part of a symposium on the topic, "How Can the Elementary School Principal Contribute Effectively to the Work of the School System?" Because of the unusual interest which this talk aroused among teachers it will be printed in the *California Journal of Elementary Education*, probably in the August issue.

Dr. Walter J. Dexter, Superintendent of Public Instruction, State Department, gave the last address of the conference, stressing the democracy of our system and the privileges of our schools. This last session ended with a symposium tying together the theme thoughts of the 1940 Conference.

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HIGH SCHOOL PRINCIPALS AT LONG BEACH

By Charles L. Geer

This article is written by one who is retired and who can look upon school struggles with a calm eye and cheerful grin, who can come to a principals' convention without a care in the world. There are no wolves at home for the retired principal, no problem children who are as yet unsolved. All is swell! I once made a speech at a principals' convention in which I said "Other creatures of beauty or use are protected by the game laws, but there is no closed season on the high school principal." But this never applied to conventions. We high school principals seem to like each other and get along with each other very well, and a convention is a meeting of "pals." This ex-principal looks upon the whole group of principals with unjaundiced eye and pronounces them a pretty fine lot of men and women. In a quarter of a century of meeting with Fresno County high school principals in particular, I cannot remember an instance in which offense of any kind was either knowingly or unknowingly given. There may have been a few instances in which offense was taken but never given.

Kenneth Oberholtzer, city superintendent of Long Beach, gave the address of welcome, followed by Dr. Walter Dexter, who gave us his presidential message on the state of education. Dr. Walter Dexter is one of the best liked men of and in education in California. At the last election he won every one of the fifty-eight counties of California. I believe he could poll the good will vote also of about every high school principal of California.

Cameron Beck gave his usual "human" address. He was also main speaker at the "Association" banquet Tuesday evening. "Importance of Close Relations Between Schools and Business."

All through the programs poor old "Core Curriculum" and others of his kind had to take back seats. Boys and girls and young men and young women had their places in the sunshine, and the sunshine was mellow and just right and not much chance for sunburn. "Suffer little children"—including those of high school and junior college age—means more and more in education. In so much of past education there was a comma after "Suffer."

It is interesting too to see that so many school people not directly associated with high school work are coming more and more to "our" conventions. Of course we always had the book people, the appointment secretaries and the school supply people—and a fine lot of friends those people have always been. I noted particularly E. C. Boynton, T. V. Allen, Armstrong, Harold Berliner of Hockwalds.

The State College presidents have been coming lately too, and one of the joys of an ex-principal has been to take the hands of Dr. Walter Hepner, Dr. Tom MacQuarrie, Arthur Gist, Dr. A. J. Hamilton, Dr. Alex Roberts, Clarence Phelps, Dr. Frank Thomas. They are a kindly understanding "human" group.

The speech I liked best of the whole convention was that of Dr. Frank Thomas, "Characteristics of Democratic Higher Education," given at the Wednesday noon luncheon meeting of "Western Association of Colleges and Secondary Schools and California Junior Colleges," presided over by Archie Cloud of San Francisco Junior College. Dr. Thomas had a mountain accident this last fall, broke a leg, and was laid up for months. I suspect that this great speech was one of the results of that enforced quiet and thinking time. If so, I hope he breaks the other leg! When Dr. Thomas met his student body after an absence of months the report of one who was there is that the students just about "raised the roof" to give room to their yells of joy.

A number of the junior college heads were there, among them Dr. "Nick" Ricciardi, Dr. Clyde Olney, and "Jumbo" Morris. I'd like to be "Jumbo's" pet dog in some future reincarnation. A pat on the head from that kindly elephant would "be something."

The city staffs were there in pretty goodly numbers too—Charlie Hughes, Dr. C. C. Trillingham, Arthur Gould, George Merideth, and many others.

The State Department sent a good representation—among them, Sam Cohn, Dr. Charles Bursch, Walter Morgan. The universities sent representatives, among them Dr. Grayson Kefauver, Dr. Verna Carley, Herman Spindt, Dr. W. W. Kemp.

Had a fine breakfast visit with William T. Van Voris, principal of Burlingame High School. We lap milk out of the same educational saucer, purring all the time.

Fellow principals, do not wait until you have one foot in the grave before you retire, or one banana skin under the other foot may be your finish. It was great to attend a convention as a principal. High school boards furnish a bright spot to men and women who carry a heavy burden—there is a joy in the burden, but there is just a "heck" of a lot of tonnage too. Retire when you have health and energy. I am happy now to attend as a visitor, as a friend.

CORRESPONDENCE SCHOOLS, GOOD AND BAD

By J. S. Noffsinger

Director, National Home Study Council

At this time of year hundreds of correspondence school representatives are calling upon all high school principals for their lists of spring graduates. While some of these home study schools are of the highest quality, others are of questionable merit, and public school officials are urged to exercise caution when approached by such representatives.

The extent to which Americans have subscribed to the correspondence school variety of self-education is shown by the fact that approximately three-quarters of a million adults were enrolled during the year 1939 in the many types of home study courses. Unfortunately many of these schools are little short of "rackets." They may readily be recognized as such by their claims to have "a special offer" for a "limited number" of students, "guarantees" by contract or innuendo that a "job" will be given, that their representatives are "Vocational Engineers," that students are being "selected" for "advertising" purposes, etc.

Most of the questionable schools are in the fields of civil service, Diesel engines, refrigeration, air conditioning, and television—all of which are of the "glamor" variety.

Through a Carnegie Corporation grant in 1925, an organization was established to inspect and "rate" the various American correspondence schools. This organization, the National Home Study Council, Washington, D. C., has, during the past thirteen years, been able to approve only 47 of the 480 correspondence schools now operating in the United States. The Council's annual Home Study Blue Book, which lists all of the approved schools, will be sent to anyone, free, upon request. The Council also investigates and takes fitting action against any school reported to it as being guilty of fraudulent or unethical practices.

LEO B. BAISDEN APPOINTED DEPUTY SUPERINTENDENT IN STOCKTON

Leo B. Baisden, assistant superintendent of Sacramento city schools since 1929, has been appointed deputy superintendent of schools in Stockton under Superintendent Ansel W. Williams. The position for which Mr. Baisden has been chosen, from a group of more than thirty candidates, is a newly created one based upon recommendations of a survey by Dr. J. B. Sears of Stanford University. Mr. Baisden will direct a five-year plan calling for the revision of the school system by the institution of a city wide curricula program and the development of a new set of school rules and regulations. He is admirably equipped for this undertaking, having been in charge of

Leo B. Baisden

instruction and curricula in Sacramento's forward looking schools under Superintendent Charles C. Hughes.

Mr. Baisden is a University of Washington man with an M.A. from that institution and additional graduate work at Stanford. He came to the Sacramento schools in 1929 from Longview, Washington, where he was school superintendent. Longview had been built as a model city. Nothing was spared to create a modern and model school system, and Mr. Baisden made the most of his opportunity to carry out a splendid educational program. In his wide educational experience previous to the Longview superintendency he had been an elementary school principal in Seattle, principal of the high school at Everett, Washington, and instructor, and then director, at summer sessions of the Humboldt State Teachers College.

Last summer Mr. Baisden lectured for six weeks at the University of Texas in the Department of Educational Administration which exercises a very vital educational leadership. He conducted two groups of graduate students, one in The Organization and Administration of the Elementary School, the other in Public School Supervision. He returned to Texas March 1 and 2, and March 15 and 16, to participate in the programs of the Texas State Teachers' Association, District 3, at Harlingen, Texas, and at the seventh Annual Meeting of the Texas State Teachers' Association, District 6, at El Paso. At each meeting he gave an address at the general session and spoke at numerous section meetings.

Mr. Baisden is co-author with Carolyn Mott of *Children's Book on How to Use Books and Libraries,* 1937, which was Scribner's highest selling educational title on the Pacific Coast last year. He is also co-author and education editor of the 1939 Scribner book, *Man in Nature* by Carl Sauer. This book, reviewed in the December, 1939, issue of THE WESTERN JOURNAL OF EDUCATION, is a geography of North America in terms of the primitive Indian cultures prior to the coming of the white man.

NEW CURRICULUM ORGANIZATION IN LOS ANGELES

Superintendent Vierling Kersey and Arthur Gould, deputy superintendent in charge of instruction and curriculum, have recently made some changes in the set-up of the curriculum department. Formerly there were two distinct curriculum departments, with Dr. Madilene Veverka, director of elementary curriculum, and William B. Brown, director of secondary curriculum, both directly responsible to Mr. Gould. The new organization combines the work of the two departments with Mr. Brown as general "Director of Curriculum," assisted by a "Coordinator of Elementary Curriculum," and a "Coordinator of Secondary Curriculum." The Coordinator of Elementary Curriculum is Mrs. Meta N. Footman, former principal of Dahlia Heights School and successor to Dr. Veverka, who retired last June. Benjamin C. Winegar, who has been associated with the curriculum section heretofore, is the new Coordinator of Secondary Curriculum.

Other members of the elementary division of the present curriculum department are: Rose Carr Long and Elizabeth Smith, Assistant Supervisors. In the secondary curriculum division Assistant Supervisors are: Mrs. Gertrud M. Addison, English, Helen Jewett Rogers, Junior High School Social Living, Rose Taylor Stelter, Senior High Social Studies and Social Living, Paul F. Devine, Mathematics and Science, and Dale Carpenter, Junior High School Mathematics and Science.

Mr. Brown, in assuming responsibility for coordination of the elementary and secondary curriculum, anticipates that this plan of organization will make the whole program of education more continuous and will bring teachers of all levels to a closer understanding of the problems of levels other than those in which they are engaged.

Mr. Brown comes close to being a Californian although born in Des Moines, Iowa. He received his high school education in Pasadena, graduating in 1921. In 1925 he graduated from Stanford University, where he had been an honor student majoring in Law, with the degree of A.B. He has done graduate work at the University of Southern California

William B. Brown

at intervals between 1925 and 1934.

His wide professional experience in the Los Angeles schools has included the following positions: social studies teacher, Hollywood High School, 1928-33; critic and supervising teacher, University High School, 1933-34; instructor, Polytechnic Evening High School, 1930-32; Assistant Supervisor in the Secondary Curriculum Section, 1934-35; Acting Director, Secondary Curriculum Section, 1935-37; Director, Secondary Curriculum Section, 1937-40. He has taught during summer sessions at the University of Southern California, 1937, University of Iowa, 1938, and Stanford University, 1939.

Mr. Brown has been a contributor to *California Journal of Secondary Education, Educational Administration and Supervision, School and Society, Social Studies Review, Los Angeles School Journal, Clearing House,* and is a co-author of the 1938 Harcourt, Brace, and Company book, *The Open Road.* This title, a book of adventure and travel selections for slow learning pupils in grades 9 and 10, was reviewed in the February issue of THE WESTERN JOURNAL OF EDUCATION.

A. R. CLIFTON HONORED

Honoring A. R. Clifton who is completing ten years of service as the Los Angeles County superintendent of schools, more than six hundred of his friends gathered Saturday morning, March 16, at the Biltmore Hotel at an informal breakfast arranged by the Los Angeles County School Administrators Association. A splendid feeling of informality was evident in the entire group. At the speakers' table with Mr. Clifton were seated representatives of various local and state organizations, with Dr. C. W. Pierce, president of the California School Trustees Association acting as general chairman. George C. Bush, genial South Pasadena superintendent of schools, more than lived up to his fine reputation as a toastmaster in introducing various guests.

Dr. Jesse A. Bond, Acting Dean of Education at U. C. L. A., outlined many of the events of the past ten years in which Mr. Clifton has had a leading part. W. L. Blair of the Pasadena Board of Education and editor of the *Pasadena Post*, Mrs. Letitia J. Lytle, president, C. C. P. T. A., Dr. Willsie Martin, minister, Joe Scott, attorney and former president of the Los Angeles Board of Education, and John Anson Ford of the Los Angeles County supervisors, all gave public expression of the appreciation which they and their organizations feel for the fine leadership and cooperation of Mr. Clifton and his staff of county school men and women.

Mr. Clifton expressed not only his deep appreciation of this gathering of his friends, but also that of Mrs. Clifton and their son and daughter who had come from a distance to be present at the breakfast.

Groups cooperating in this splendid testimony of appreciation of Mr. Clifton's long service were: the Los Angeles County School Administrators and Supervisors Association; Los Angeles County High School Principals Association; Los Angeles County School Trustees Association; California School Trustees Association; California Congress of Parents and Teachers; First District California Congress of Parents and Teachers; Tenth District California Congress of Parents and Teachers; California Teachers Association.

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On May 18, the Annual Meeting of the School Library Association, Northern Section, will be held in Sacramento, following the Sacramento River Boat trip on the "Delta Queen" which will be made by the group on Friday night, May 17. This excursion will leave San Francisco at 6 P. M., from Pier 3. Checks and reservations for the boat trip must be received by May 6. The return trip will be made Saturday evening, leaving Sacramento at 6 P. M.

The morning meeting in Sacramento is called for ten-fifteen, at the C. K. McClatchy High School, 3090 Freeport Boulevard, Sacramento.

Luncheon will be at one o'clock, at the Hotel Senator, where special guests have been invited who are authors of young people's books. The speaker of the day will be Mrs. Elisabeth Bevier Hamilton, editor of children's books for Harcourt, Brace and Co., Inc.

Reservations for the luncheon should be made before May 13, with Elizabeth Patton, Librarian, Garfield Junior High School, Berkeley.

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EXPOSITION OFFERS TEACHER "PRE-VUES"

Because teachers who are planning to bring their classes to the Exposition will want to have some idea of the new exhibits, a series of "Teacher Pre-Vues" has been arranged to take place before the Exposition opens. During the nine-day period from May 11 to May 19 between the hours of 1:30 and 4.00 P. M., the teachers of California are invited to visit Treasure Island. There will be no admission charge, and the teachers will be conducted through the main exhibit buildings by competent guides.

Principals and superintendents should secure school tour order forms and mail them to the School Tours Division before April 30. The names of the teachers who are planning to attend and the date of their visit must be given so that proper identification can be issued.

THE HARVARD-SANTA BARBARA WORKSHOP

The Harvard-Santa Barbara workshop enrollment looks as if it should be called a west coast workshop. Many requests have come in, not only from teachers, but elementary principals and supervisors, to attend this workshop at Cambridge where they will have the privilege and opportunity to work on their own problems.

Six graduate units will be offered for the six-week session. The course is organized in two phases. One phase of the work will deal with curriculum problems. Here workshop participants will develop curriculum materials for their own school or classroom. The other phase will deal with classroom techniques and procedures. This work will be handled in relays so that everybody will have some opportunity to discuss general procedures and some practice in integrative art and music experiences.

Dr. William H. Burton, head of Harvard's teacher training department, will give special attention to the supervisory problems of the principal and supervisor from the standpoint of curriculum making and supervision procedures.

There is still opportunity for a few more to enroll in this workshop. Those desiring further information should write to Dr. Lillian A. Lamoreaux, Director of Curriculum and Instruction, Santa Barbara City Schools, Santa Barbara, California; those wishing to enroll should send a $5.00 deposit immediately to the above address.

Library News

Edited by MABEL R. GILLIS, State Librarian

UKIAH PUBLIC LIBRARY'S TOWN MEETING DISCUSSIONS

By Edwin Castagna
Librarian, Ukiah Public Library

If you had dropped into the Ukiah Public Library on any Thursday evening last winter at about eight o'clock and had gone to the Children's Room on the ground floor, you might have been surprised to find, instead of boys and girls, a group of about twenty or twenty-five adults sitting in a half circle around a desk upon which one of them sat. You would have seen a radio in one corner of the room, and displayed upon the wall, maps, clippings, pictures, magazines, and books. Had you sat down and joined in, you would have found that a very informal discussion was going on and that the topic was the subject of the program of "America's Town Meeting of the Air," which had been tuned in on the radio in the corner of the room. Among the people present you might have picked out one or two of the town's leading attorneys, a farmer, a teacher or two, a barber of advanced economic ideas, the conservative president of the bank, a couple of business men, an alert high school boy, some social service workers, a busy politician, and maybe a housewife or two. You would have noticed had you stayed through the hour of discussion that, although the various speakers were often upholding diametrically opposed points of view, there was seldom other than a good natured and tolerant reception of what was said, followed perhaps by a rather keen and analytical answer. After the meeting you would have learned that you had attended a meeting of the Ukiah Public Library discussion group which gathers on Thursday evenings at half-past six to listen to "America's Town Meeting of the Air," and then to talk over informally the subject that was discussed by the radio speakers.

Origin of Meetings

These meetings were sponsored by the library at the suggestion of the president of the library board of trustees, who had during the previous year's series of "America's Town Meeting of the Air" invited small groups of friends to his home to hear and discuss the programs during and after dinner. He felt that with the proper publicity and management the library might attract a larger group representing more points of view and carry on a lively series of meetings. Seeing in this proposal the chance to link book service to a program centering upon important themes in contemporary life, I jumped at the opportunity.

When we started to make our plans we found ourselves confronted with several difficulties. The hour, six-thirty in the evening, was not an easy time to attract people to a discussion meeting. But we found that there were enough interested people who would change their dinner hours a little to make up a good sized discussion group. Some straggle in late and a few listen to their radios at home, joining our group for the local discussion. We find that this works out all right. Not considering the Children's Room a suitable place for the meetings, we started gathering in a club house. But after a few meetings we found that the radio reception was poor, and we have held all the rest of our meetings in the Children's Room which we find very satisfactory. There is room to seat about thirty people and plenty of room for arranging displays and books; and in our own building we feel more at home and we are able to draw new people to the library who might otherwise not come. We have borrowed the radio from a dealer.

Procedure Developed

After a few meetings our procedure developed into a certain pattern. We turn on the radio when the program begins and everyone listens intently to the speakers and through the question period. Then we are ready for our own discussion. At our first meeting we decided that anyone could express any opinion which he sincerely held. Personalities were to be kept out, our feeling being that ideas are the important things. Informality was to be the rule. I was to preside and lead the discussion but questions might be asked among the audience without addressing me. No one need rise to speak. With a loose arrangement like this a meeting is apt to degenerate into mere undirected talk or a free-for-all, so care is needed to guide the discussion as tactfully and gently as possible. Sometimes the topic of the evening will slip away altogether when someone gets started on some matter of private interest. Then the discussion leader must be firm in bringing it back into the spotlight. This is occasionally a little difficult to do, but if it is not done, chaos results. Then there is the tendency of certain people to take up the time by relating at great length personal experiences that have little or no bearing upon the topic. These are usually chronic offenders and must be dealt with rather bluntly or they will drive away part of the audience. A good handbook on discussion will describe tactful ways of handling such people.

In order to start the discussion if no expression is forthcoming from the floor, the leader has questions ready. These questions may come from the sheets supplied by the Town Hall Advisory Service, which we receive weekly as a Town Hall Associate member, or as a result of careful reading in advance of the discussion. It has been the feeling of most of the group that our purpose should be only to discuss and not to try to reach a common agreement. We concentrate upon attempting to carry on discussions which are provocative of critical thought. After an hour of discussion we stop promptly and the discussion leader briefly describes the reading materials dealing with the subject of next week's discussion which are at hand and ready to be circulated. This brings us to the real justification for the library's participation in the program, which is linking together books and discussion.

Tie-Up with Books

In the Town Hall Advisory Service, which was mentioned in the last paragraph, is included a brief bibliography of the subject. Of these the library usually has several items and since the topics on the Town Meeting series are generally of high current interest, many other books and magazine articles can often be found. Interest is increased when the books displayed are opened to an interesting chapter head or photograph. After our discussion of the question "Is There a Revolution in the Arts?" (in which more interest and knowledge were shown than had been expected) a display of art books opened to show interesting examples of various schools of painting, along with a number of issues of *Life* magazine with its fine reproduction of masterpieces, attracted much attention and was used both during the discussion to illustrate certain

points and for some time after by the members of the group who lingered to discuss the pictures (and to take home some books). When the subject concerns some phase of the several current wars or national defense, maps and newspaper clippings including spectacular headlines, which have been stored up against anticipated need, set off and stimulate interest in the reading material which is available. The volume of special reading that is done as a result of the discussions is increasing and every effort is made to point out the advantage of reading as a preparation for intelligent discussion.

Results of Meetings

The publicity our discussions have received has been of great value to the library. The two articles a week we have had in the newspaper keep the library in the public eye as a lively meeting place where affairs of the day are discussed by a representative group of people, and the value of this is obvious. In a community which is without other opportunities for public discussion such as we offer, we are able to reach out to new people and bring the services of the library to their attention.

Perhaps the greatest apparent value of the discussion meetings has been in bringing together in a friendly informal atmosphere, people of diverse views who have never had the opportunity of hearing one another. Here in the library in a spirit of free give and take there has been created an attitude of tolerance, of willingness to hear the other fellow out, and to discover perhaps that there might be something worthwhile in his beliefs after all. In a community of definite social cleavages such as this one, the importance of the development of this attitude of tolerance and forbearance is no slight thing. Several times during our series of meetings one or another of the members will say to me, "So-and-so isn't so far off as I thought. There's something to what he says. And he's really a nice fellow when you talk to him." Of course our group has been regarded with some distrust in certain quarters. Some critics, I understand, felt that we had radicals among us, or even worse, that we were a nest of radicals. But it seems inevitable that people who are willing to come together and seriously discuss the important public issues of the day, will be looked upon as dangerous by those who are unwilling to have their ideas examined and questioned at a public meeting. Our meetings have been sufficiently stimulating to attract with regularity over a period of three months, people of several shades of political, social, and economic beliefs. To see the meeting break up after an hour into lively knots of three or four to discuss further in an amicable way matters upon which they disagree is to realize that something worthwhile has been accomplished.

Plans for the Future

As the "America's Town Meeting" series draws to a close, some members of our group have suggested that we carry on as a reading club, as a discussion group listening to and questioning local or visiting speakers when they are available, or as a combination of these. The possibility of having members of the group take turns in leading the discussion and helping to prepare material has been suggested. So it is likely that our group will not disband with the end of winter. It is a great deal of work for a librarian, with many other duties to perform, to become a discussion leader, to assemble suitable displays, and to get out the necessary publicity and post card notices for this kind of program. But as I think of the interest that has been created among our group by our discussions and how one of them told me that "Town Meeting discussion night is the high point in my week," I feel that I must find the time to continue the meetings; and as I recall having seen two of our mainstays, a staunch Republican, and a man who is considered the town radical, walking slowly home together at lunch time, discussing possibly the town meeting topic of the evening before, I know that the library will do well to sponsor a continuing discussion program.

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Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

SCHOOL BUILDING IN 1940

California is justly proud of its fine public education system. It has reason also to be proud of the many fine school buildings which dot the landscape from one end of the state to the other. Under the Field Act all school buildings erected since April, 1933, have conformed to standards set up to guarantee the safety of construction. Under this Act the Division of Architecture of the State Department of Public Works is vested with authority FOR THE SAFETY of these buildings. A provision of the Act which is sometimes overlooked is that the design of the building, its size, adaptability, and furnishings, are matters left to the discretion of the local governing board. The selection of an architect is also the responsibility of the governing board.

The Field Act also sets up an Advisory Board which at the present time consists of two architects and two structural engineers selected in the southern part of the state and two architects and two engineers selected in the northern part of the state and the Chief of the Division of School House Planning of the State Department of Education. Will G. Corlett, widely known architect in Oakland, is chairman of this board. The Advisory Board is also considered as a Board of Appeal, ready and willing to serve local school boards.

The Division of Architecture is responsible only for *new work* coming under its jurisdiction. It has no control over existing buildings, although under Section 8 of the Act provision is made whereby governing boards may request an examination of their buildings.

Attention is drawn to the fact that 172 cities and counties in California enforce the Code of the Pacific Coast Building Officials Conference which sets up certain minimum requirements in excess of the Field Act.

Communities planning the erection of new buildings may make their choice from many plans. The insistence on modern design is widespread at the present time, and particular attention is being paid to lighting and ventilation. A fact which is sometimes forgotten is that school buildings, just as other public buildings, become obsolete. A few city school boards have set up their own architectural departments; another plan is to employ an architect for an extended period of time; and still another development is to spread building activities over a period of years. To be successful, whatever plan is adopted must provide for continuous study of local situations, as well as for a complete analysis of activities to be carried on by the school unit.

SEVEN YEARS OF CHAPTER 59-1933

By Will G. Corlett

Architect and Engineer, Oakland

This month of April, 1940, completes the seventh year of enforcement of Chapter 59-1933—the Act Relating to the Safety of Design and Construction of Public School Buildings in California. This period of time seems sufficient to justify a retrospective view and looking ahead as well.

It seems appropriate not only to look back over the results, and accomplishments of this law but also to remind ourselves of the fundamental form, facts, and features of the Act, which apparently are occasionally forgotten or overlooked: the way it functions and its administration; how its problems are met; how improvements are made, with the thought in mind of continued improvement; the elimination of any unnecessary hardships; keeping pace with improvements in methods, materials, and processes as well as more recently accepted knowledge, facts, research, tests, etc.—but never overlooking the real need and purpose of the law—safe design and construction.

The law was enacted at a time of great public emotional stress caused naturally by the sudden and extensive damage to school buildings by the Long Beach earthquake and by realization of what might have happened if the catastrophe had occurred during school hours. The earthquake occurred on March 10, 1933, and the State Legislature then in session promptly enacted this law which was signed by the Governor and became effective exactly one month after the occurrence of the earthquake.

The Act itself is very brief—detailed structural requirements and regulations not being a part of the Act—a very fortunate and desirable situation in my judgment, because details of regulations and administration can be modified and revised as experience and progress in science, research, new materials, and methods become accepted without the necessity of repealing, amending, changing, or otherwise modifying the Act itself by action of the Legislature. This would be an ideal situation for any building code, which should always in the public interest be a growing thing.

In practice Rules and Regulations have been set up by the Division of Architecture of the State Department of Public Works, the constituted authority in the Act. The Division of Architecture amends these regulations from time to time as may be found advisable. In addition, rulings are made in interpretation of Appendix "A" and of the administration of the Act as questions arise regarding the meaning of any section or item and such rulings are made available to the public.

Briefly, the Rules and Regulations existing consist of Regulation No. 1, "General Definitions," Regulation No. 2, "Construction of New Buildings," Regulation No. 3, "Examination and Report of Existing Buildings," Regulation No. 4, "Access to Documents and Records," Regulation No. 5, "Structural Design and Materials and Details of Construction," and Regulation No. 6, "Advisory Board to the Division of Architecture."

Regulation No. 5, "Structural Design and Materials and Details of Construction" known and identified as "Appendix A" is the structural code in building law and the major technical regulations for compliance with the Act. It is not generally known that the original "Appendix A" was completely revised and reprinted in 1937 incorporating revisions, rulings, and interpretations up to that time.

The "Uniform Building Code" adopted by the Pacific Coast Building Officials Conference of October, 1927, and as later revised and amended is made a part of the Rules and Regulations, and referred to as Appendix B, insofar as its requirements may apply to fire and panic safety, permitting the Division to give approval of plans and specifications without qualification or limitation as to fire and panic safety.

Regulation No. 6, "Advisory Board to the Division of Architecture" is not generally understood. This Board, originally created early in 1934, consists of eight members appointed by the Director of the Department of Public Works and three ex-officio members who are the Chief of the Division of Schoolhouse Planning of the Department of Education, the State Architect, and the Principal Structural Engineer of the Division of Architecture. Of the appointive members, four are legally qualified structural engineers and four are certified architects; two structural engineers and two certified architects, being resident respectively in Northern and Southern California. The duty of this Board is to serve in an advisory capacity to the Division of Architecture in connection with technical or structural matters and with reference to regulations and requirements pertaining to the administration of the Act. The Division of Architecture after formulation but before final adoption of any new rulings or regulations is to transmit the same to the Advisory Board together with complete data or arguments with reference to the same for advice of the Board thereon. The Board, however, may take up or discuss any ruling of the Division of Architecture or any matter affecting the administration of the Act, or it may initiate and hold such hearings as may in its judgment be necessary.

In addition to the above duties, since 1937 the Board has been constituted a Board of Review, to whom appeal can be made by school boards, architects, structural engineers or other interested parties in case of disagreement with the decisions, rulings or acts of the Division of Architecture. This has not been generally understood by school boards. When there is disagreement with the decisions, rulings, or acts of the Division of Architecture, whether with reference to matters having to do with routine approval of plans and specifications, with specific approval or lack of approval, or when a new ruling or regulation or an amendment to an existing ruling or regulation is desired regarding any construction material, type of construction or building, appeal may be made to the Division of Architecture for submission to the Advisory Board or such appeal may be addressed directly to the chairman of the Board. The Board shall make such recommendations to the Division of Architecture with reference thereto as the Board may deem advisable.

The Division of Architecture in administrating and enforcing the Act has had many difficulties and problems to meet, particularly in the earlier years of these past seven years. The uneven volume of school construction, the large amount of reconstruction made functioning difficult. The necessity of impartial rulings to all Districts, large and small, north and south with greatly varying problems adds to the difficulty. There is a natural tendency for each District and its agents to desire a lessening of requirements because of special conditions or financial problems.

There has been continuously evident a need for a companion volume to "Appendix A," incorporating the reference to the Uniform Code and written for schools, school auditoriums, and adjuncts only. This may yet be done. An important step toward this has recently been made by the adoption by the Division of Architecture of tentative amendments to the Uniform Code, created in October, 1939. These amendments are all written for and applicable to school construction, establishing a new Group S occupancy for school purposes and involving assemblies for instruction, education, recreation, administration, and accessory service. The seating capacities heretofore confused have been clarified and established for the various types of construction and seating arrangements greatly improving previous requirements and permitting notable economies in exits, corridors, etc. Auditorium, stage, platform, and auxiliary room requirements are made more reasonable and rational for school requirements.

Such logical developments and improvements as these augur well for continued progress in safe design and construction.

I conclude with a hope that progress will continue toward greater safety from injury or loss of life to occupants of schools and that more schools will also be safer from fire and panic hazards than is now the case as it is obvious that panic hazards and frequently fire hazards exist simultaneously with earthquake hazards.

✓ ✓ ✓

The spring meeting of the C.S.T.A. Board of Directors will be held April 19, at the Coronado Hotel in Coronado. Preliminary plans for the September Convention will be discussed, and reports of committees submitted.

CONSTRUCTION COST OF SCHOOL BUILDINGS

By Harry W. Bolin

Supervising Office Engineer, State Division of Architecture, Los Angeles

School trustees are faced with many problems, have many responsibilities, and must make many important decisions. Not the least of these are the responsibilities and the decisions necessary in connection with school expansion programs and the organization of new schools. Some of the problems concerned with school building are the choice of types of construction, adaptability of building materials, utility, durability, esthetics, and economy. It is realized, of course, that the trustees must look to the architect for guidance and advice when studying building programs. Naturally the matter of cost is vitally important to the trustees. They are entrusted with the duties of meeting the school needs and spending money wisely and judiciously.

When the Field Act, effective April 10, 1933, was enacted, the first reaction, perhaps, was that compliance with rules and regulations formulated to administer the Act would entail much greater expense in school building than previously had been the case, and in instances might be prohibitive. It is believed, however, that almost seven years of experience in school construction under the Statutes governing school construction prove such fears to be unwarranted. Since the Act became effective, plans for school buildings having an estimated cost of approximately $140,000,000 and involving reconstruction of, alterations, and additions to existing buildings and new construction have been approved by the Division of Architecture. Analyses have been made of representative types of school structures built in the last few years, and some interesting data have been obtained.

It is difficult to state definitely that the school costs before the enactment of the Field Act were greater, less, or equal to present-day costs. Some factors that are responsible for the difficulty of obtaining direct comparison are variations in labor and material costs, changes in school types to meet the modern demands of educators, changes in electrical and mechanical equipment, and the use of better grade of materials. The use of

better materials is a particularly important factor.

The differential in cost for smaller school buildings and small additions is somewhat more pronounced and it is likely that modern small building costs are greater than in the past. Here again, it is difficult to express differences in dollars and cents because size of rooms, layouts, lighting, and use of rooms are so different. From experience in Southern California, it is quite safe to say that for buildings or schools having more than sixteen classroom units, or equivalent, there is no great difference in cost (the latter buildings costing less, probably) between those built before 1933 and those since then.

The purpose of the Field Act was to obtain assurance that school buildings would be structurally sound and safe for use as well as reasonably safe against damage. Therefore, it should be of interest to know the relation of the structural cost to the total building cost. It is patent that the effects of the enforcement of the Field Act, largely, must concern the structural cost. Several school buildings in the City of Los Angeles have been built under two contracts, one structural, and the other for the balance of the work. In general, the structural cost has averaged about *two-fifths* of the total cost.

A study of building costs for several projects in the vicinity of San Francisco Bay is interesting, as regards the relation of structural to total cost. In one instance, a gymnasium of reinforced concrete and steel roof trusses, (a new building), the structural cost was $39,-163, or about thirty-four (34) per cent of the total cost, which was $116,170. This is comparable with the relative costs obtaining in the City of Los Angeles.

Another example is particularly interesting. It is in connection with a new junior high school, including academic, physical education, and shop groups. The buildings are of reinforced concrete and structural steel. The total cost including ground work, kitchen, and cafeteria, equipment, etc., was $658,576. The *structural* cost was $152,000, or about twenty-three (23) per cent. For this particular school mechanical, plumbing, and electrical work cost $121,007, about four-fifths of the structural work.

There are other factors entering into the costs of buildings besides those stressed above, one of which is the use of W.P.A. labor. The use of such labor has not been considered in the analyses which have been presented.

School buildings for various uses and of various materials have been constructed throughout the state. There have been wood frame, reinforced brick, reinforced concrete, and structural steel buildings. For purposes of rough estimate, it has been the general practice to consider reconstruction or rehabilitation costing from $2.00 to $4.00 a square foot; new buildings from $4.00 to $5.50 a square foot; and auditoriums of incombustible materials at about $100 per person seating capacity. These costs are necessarily rough and changes from usual construction, such as pile or special foundations, sharply affect such unit costs. Recently a ten classroom building, including a small assembly room of wood frame and stucco in Southern California was placed under contract at a cost of $2.65 per square foot.

These examples may throw some light on the subject of school construction costs. The fact that modern schools are in general much sounder structurally and have the benefit of better and improved construction practices must not be overlooked when making cost studies.

EARTHQUAKE FREQUENCY AND DISTRIBUTION IN CALIFORNIA

By F. P. Ulrich

Chief, Seismological Field Survey, San Francisco

In all business and professions, competition demands the use of the most modern equipment and methods in order to obtain the most satisfactory results. In the building or construction industry results are often measured in terms of economy or saving of money, and the functions of service and safety are very often given little consideration.

In the matter of earthquakes, the question of economy plays an important part in determining the safety factor of the structure. In the past, this has been too often true in school construction. It is a problem which confronts every school official charged with administering school funds and is one that should be given careful consideration. If we could accurately predict the times and locations of earthquakes, we could to a great extent be justified in minimizing the problem. If accurate predictions were possible, we could empty our schools at the proper time, move away from any structure, and loss of life would be entirely eliminated. Earthquake prediction of the necessary accuracy is not possible at the present time, nor does it appear to be possible at any reasonable future time, irrespective of any and all statements to the contrary. Our knowledge of all of the factors which cause earthquakes is too indefinite and too limited to make accurate predictions. All or practically all of these factors are hidden beneath the earth's surface and, literally speaking, we have only scratched that surface.

Perhaps the best information that we can obtain on future earthquakes is by projecting past history into the future. This can be done on the basis that, in so far as we know, there have been no recent radical geological changes which would cause any material fluctuation in the natural processes going on inside the earth. We then can reasonably expect about the same number of earthquakes in the immediate future as we have had in the immediate past.

At least a thousand earthquakes are recorded in California each year, although many of these shocks are not felt. From the records of the Coast and Geodetic Survey, we find the following numbers of felt shocks reported in the past three years. These figures do not include all of the shocks that are felt, but only those shocks reported to the survey:

1937	188
1938	252
1939	159

This is an average of two hundred per year and that figure probably represents a fairly true picture.

During the past one hundred years, we have had in California thirty-nine earthquakes which were as strong or stronger than the Long Beach or Santa Barbara shocks. That means we can expect an earthquake of this intensity about every two and one-half years.

We have been particularly fortunate in California in that our recent major earthquakes have occurred when schools were not in session. That kind of luck can not last indefinitely and any future poor school construction means that we are taking the short end of a gamble on the lives of our school children. That is why we now have the Field Bill—to avoid constructing, and to eliminate, schools which are not earthquake resistant. Naturally it is an expensive program to modify many of the old schools to make them earthquake resistant and, hence, the program will take some time for completion.

LONGER LIFE FOR SCHOOL BUILDINGS

By D. C. Willett
Supervising Structural Engineer, Division of Architecture, Sacramento

One of the first questions which confronts school boards considering plans for a new building is "How long will it last?" The full answer to this question depends on factors too numerous to permit discussion in detail here but as far as low-cost school buildings are concerned, the problem is directly related to the durability of the wood used in the structure and this becomes a very definite factor in the yearly cost of the building. The extensive surveys of the condition of our school buildings which have been and are being made by nearly all of our school districts have revealed very startling conditions. These serious and expensive conditions have been caused by either carelessness, indifference, or ignorance, but regardless of the cause, have placed a very heavy and unnecessary burden on the taxpayer, not considering the hazard to school children.

The photograph shows a typical example of the decay and termite infestations in our school buildings. Decay and termite infestation could, in many of the cases, have been entirely prevented and in all cases minimized had the following precautions been followed in the design and construction of the building.

Sills bearing on foundation walls should be of foundation grade redwood, or douglas fir treated with two coats of an effective wood preservative.

The tops of foundation walls should be not less than 12 inches above the finished ground surface.

If the tops of foundation walls are less than two feet from finished grade the ends of studs, joists, and particularly the wall sheathing should be treated with an effective preservative. This treatment may be two brush coats of an accepted preservative, but a fifteen minute dip coat is preferable.

Likewise the ends of joist girders and other lumber embedded in concrete or masonry should be treated or set into metal boxes which insulate the lumber from the masonry and provide adequate ventilation.

A minimum of two feet clear distance from the under edge of the floor joist to the finished grade under the building should be had and ventilation openings equivalent to two square feet net for each 25 lineal feet of exterior wall are required to create cross draft under the building.

Wherever concrete porches on fill abut a wall, the concrete of the wall should be extended a minimum of six inches above the finish porch level.

This same suggestion applies to walls around toilet, shower and dressing rooms.

Any lumber which bears on slabs in contact with the ground should be pressure impregnated with an effective preservative.

Wherever finish cement or tile floors of toilets are placed over wood construction, the subflooring under such finish should run continuously over the joist or be cut between the joist with the top of the sheathing flush with the top of the joist. The joist and sheathing should be treated as noted for the ends of studs, etc., and then covered with a membrane waterproofing which continues up the wall a minimum of six inches. A failure of the waterproof membrane or lack of ventilation below the wood subfloor will result in decay. This method of constructing toilet room floors is not recommended but is acceptable. It is far more desirable to provide a concrete slab either supported or on fill for toilet room floors.

The above suggestions are the minimum precautions which should be taken. Architects and structural engineers should consider more effective precautions especially if unusual conditions favoring decay exist. Pressure treatment of all joists, girders and framing below the first floor is sometimes desirable.

Termites, sometimes wrongly called "white ants" are of two types, the "subterranean type" which cannot exist without contact with the ground, and the non-subterranean type. The non-subterranean type is not widely spread and causes only a negligible amount of the termite damage. The precautions taken against decay are generally effective against the subterranean termite, in addition, breeding places for termites such as wood stumps, form lumber, casual lumber, shavings, sawdust, etc., in contact with the ground should be removed from the immediate vicinity of the building.

Decay of wood is always due to the presence of excessive moisture. Dry wood (containing less than 20 per cent moisture) does not decay.

In frame buildings, decay is generally found in wood which is in contact with the ground or in wood which is separated from the ground by concrete or masonry which may act as a wick to transmit ground moisture to the wood, and in walls resting on floors which are continuously wet for long periods of time.

It is recommended that these conditions be eliminated in our new construction and corrected as far as possible in our existing buildings.

A hazardous condition created by the decay of the ends of joists in a masonry wall (masonry wall removed).

EUREKA COMPLETES A MODERN SCHOOL BUILDING

By J. Warren Ayer
Superintendent of Schools, Eureka

Under the caption of California 2067-F the Eureka City High School district received one of the last P.W.A. grants allowed by the Federal Government, and therewith completed the financing of a modern shop and classroom building and museum, together with excellent quarters for orchestral music, all of which greatly relieve the former crowded conditions in the senior high school plant.

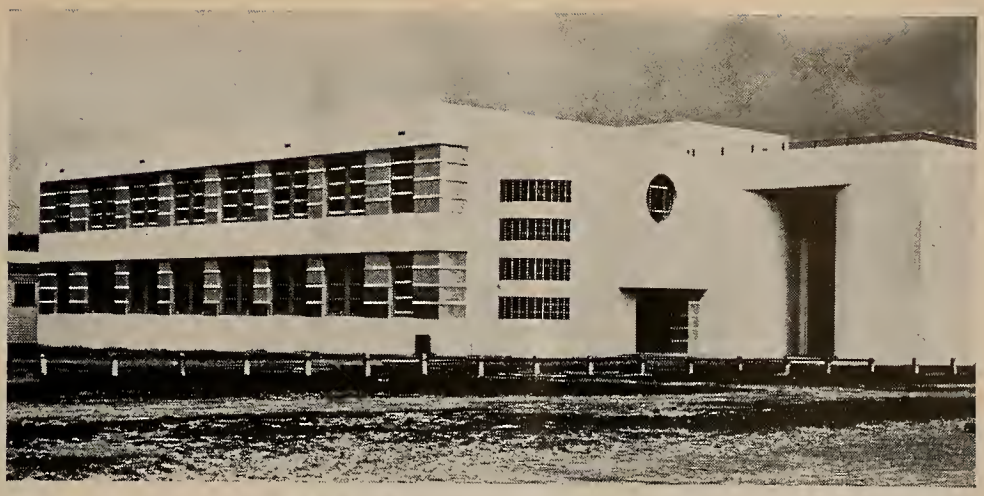
The classroom and shop section, to which we shall confine this article, contains on the first floor an ample, well-lighted woodwork and cabinet shop for senior high school pupils, quarters of like excellence for junior high school woodwork, offices, recitation and finishing rooms, tool rooms, lumber storage, and two wash rooms. The senior high school shop measures approximately 36 by 88 feet, exclusive of recitation room, storage space, and other auxiliary features; while the junior high school shop provides working space 65 feet long by 38 feet wide.

On the second floor are located six classrooms, teachers' room, and two large toilet rooms. Two of the rooms are of standard type, three are designed for use by commercial classes, and one is fitted for the teaching of consumer science and for laboratory purposes. The various classes of the commercial department, consumer science, and classes in shop and practical mathematics are assigned to these new quarters.

The wide and well-lighted corridors are equipped with pupil lockers amply sufficient to accommodate all pupils who can be housed in the building.

The structure is built of reinforced concrete, with concrete floor slabs throughout. The roof is of the "built up" composition type with ample slope for drainage, and protected by rather high parapet walls. All corridor and second floor classrooms are covered with 3/16 inch "jaspe" pattern battleship linoleum cemented over felt insulation.

Heating is furnished from a new low-pressure, oil-burning boiler installed in the central heating plant in the junior high school building. Radiation is secured in the classrooms by means of conventional type cast iron wall radiators with thermostatic control. Heat as well as circulation of air is secured in the shops by means of fan blower type radiators suspended from the concrete ceilings.



Eureka's new shop and classroom building.

The electrical installation is quite complete with power connections for all machinery, and a powerful underground exhaust system for carrying sawdust and shavings from the larger shop. The lighting is most excellent and is provided by ample wattage supplied to semi-indirect fixtures of suitable character on the second floor, and to special industrial fixtures in the workshops. The vestibules are provided with fluorescent lighting.

The design of the building is modernistic, with considerable emphasis of horizontal lines. Glass bricks are used in the first floor washrooms and at the stair wells with satisfactory effects both interiorly and exteriorly.

Color has been effectively used. The exterior is painted in cream, with large sections of brown used to produce bold relief effects. Inside, scientifically correct shades of green, brown, and yellow are so applied as to produce pleasing effects and satisfactory lighting.

This plant, which was planned and begun during the term of my predecessor, Mr. George Albee, was erected at a total cost, including architects' fees, of about $130,000. This figure includes the cost of the museum annex, which is really a part of the building, but has not been described in this article, since it has not yet been put into use. Approximately 45 per cent of the amount was drawn from the Federal grant. The remainder was financed by a bond issue against the high school district. Masten and Hurd of San Francisco were the architects for this project.

Altogether our new building is proving most satisfactory, and we are particularly gratified over the fact that we have apparently solved the problem of noise, which is often the cause of great annoyance when classrooms are placed adjacent to shops.

ATTORNEY GENERAL'S OPINIONS

Application of the "Field Bill" to Fire Safety of School Buildings:

The Division of Architecture of the State Department of Public Works may, under Deering Act 7518b (Field Bill), promulgate rules and regulations for the preparation and submission of plans and specifications for school building construction to be submitted to the Division for approval, and for the supervision of such construction, requiring the maintenance of reasonable standards of safety from fires likely to result from earthquake and requiring provision for safe egress from such buildings under the conditions likely to exist upon the occurrence of an earthquake. The Division does not have jurisdiction to investigate and require standards of fire and panic control except as related to their connection with safety from earthquakes. (A. G. O. NS2388, February 29, 1940.)

Employment of Member of the Legislature by a High School District as a Lecturer:

A member of the Legislature employed by a high school district to lecture before special evening classes of the district and holding a lecturer's permit issued by the State Department of Education under School Code sections 5.490-5.492, is, in giving such lecture, in the category of a teacher. Consequently, under the decision in Leymel v. Johnson, 105 Cal. App. 694, section 19 of Article IV of the state Constitution does not prohibit such member of the Legislature from being so employed. (A. G. O. NS2371, February 20, 1940.)

LAKE MIGRATORY SCHOOL, KERN COUNTY

The planning and building of rural schools for the children of migratory farm workers presents something of a problem from several angles. The foremost of these is the fact that a concentration of pupil population may be dependent upon crops of a certain type in a given location. With a change in crops, or a transfer of farm activities to a more suitable section, pupil centralization may move also. This is particularly true in connection with some of the larger land holdings, where one district may be farmed intensively for several years and then abandoned, with other portions of the same holdings a few miles distant being utilized.

Because of this condition in the lake area of the Panama school district in Kern County, the building of a semi-portable type of school structure for their Lake school was deemed wise by the board of trustees. Cost was also of prime importance, but it was felt that the purely temporary type of unfinished building was inadequate, and some form of permanent interior finish was desirable.

With a requirement for two classrooms, and also for an assembly room for various community functions aside from regular school activities, it was necessary to plan the building to have the two classrooms in adjoining positions, with a large opening between them for assembly gatherings, and with some means of closing this opening for separate classroom use.

The building is of frame construction on redwood mudsills, and is in two separate sections, so arranged that in the event of moving it, each section is a complete and independent unit of suitable size to be loaded onto trucks and easily transported. A removable cap strip covers the joint between sections, and after moving can be replaced.

A slide-up counter balanced partition, upon which are mounted blackboard and corkboard, forms end-walls of the separate classrooms when closed. The operation of this partition is simple, and it effectively closes the opening, beside being more nearly soundproof than the usual accordion doors. The interior of the building is finished in plywood, painted, with unpainted celotex ceilings. Windows are of the casement type with bottom transoms, affording any desirable amount of ventilation up to 100 per cent of the openings.

Each classroom has cloakroom and storage closet in connection. Classrooms are equipped with counters and project storage cupboards, sinks and work tables.

The building is wired for electricity, although at present no power is available in the district. When finances permit, a unit power plant will be installed. Heaters are of the self contained oil burning type.

The exterior is of lap siding, painted, with stained wood shingles on the roof. Total cost of the building was $5,072.00, or a unit cost of $2.70 per square foot.

Mr. Stanton Willard, architect of Bakersfield, designed and supervised the construction.

SCHOOL BUSSES AT RAILROAD CROSSINGS

There appears to be an increasing number of violations of subdivision 8 of Section X of the State Board of Education Regulations Governing Pupil Transportation which reads as follows:

"8. The driver of a school bus shall bring the bus to a full stop at all railroad grade crossings at least 10 feet and not more than 50 feet from the nearest rail, and must not proceed until he has ascertained that the track is clear in both directions and that the bus may proceed safely. After making the stop provided for in this rule, the bus shall be driven in low gear across the tracks."

It is impossible to conceive of any circumstance which justifies a violation of the regulation cited. Public school administrators are earnestly urged to enforce the regulation as to school bus drivers under their jurisdiction. A single violation of the regulation by any school bus driver is sufficient to justify the revocation of his school bus driver's certificate.

Officials of the various railroads operating in California are cooperating with the State Department of Education and the State Department of Motor Vehicles in eliminating violations of the regulation.

Taft Union High School will construct a transportation building to house their large fleet of school busses. Plans for a $33,000 building were recently accepted, and preliminary work has been authorized.

View of exterior and interior (sliding partition open) of Lake Migratory School, Panama School District, Kern County.

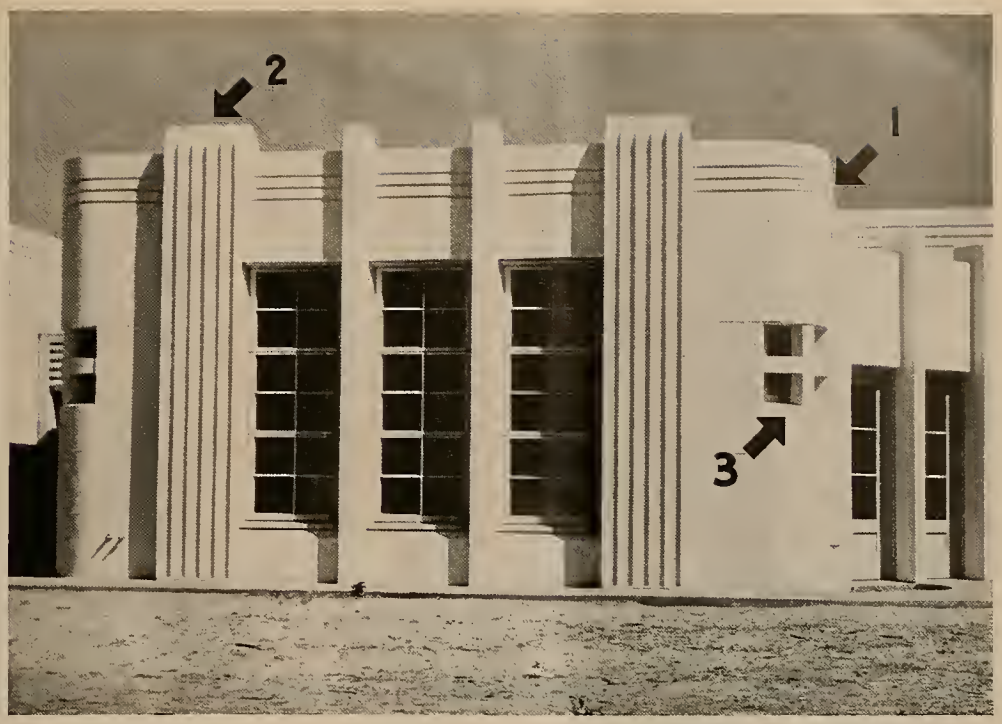
EL MONTE'S NEW SCHOOLS

The El Monte school district enrollment is still growing fast; in the fall of 1938 it was 2500, in 1939 it had increased to 2750, and by the spring of 1940 a further increase of 250 brought the total to 3000. To meet the demands of this rapidly growing school population the El Monte School District has completed two new elementary schools, the Cherry Lee and the Protero, and has begun construction on a third. Possibly two units of the new plant will be built this year. Named "Cleminson" after an old pioneer of the community, the school will be built on land which is part of the old Cleminson home site.

Superintendent Frank M. Wright states that this swift growth of population, and subsequently of school enrollment, is due primarily to El Monte's proximity to the industrial area of Los Angeles. Lying on the east side of the city, El Monte is close to the manufacturing district in the east and south sections of the city. A second reason for El Monte's growth is that the region around it has been subdivided, and building developments have been stimulated by a government re-settlement project of five years ago. This area lies within the El Monte school district, and one subdivision alone brought in one hundred children. When Mr. Wright came to El Monte in 1928 all of this area was in walnut groves and vegetable gardens, and there were two walnut packing houses. But the walnut industry is a thing of the past for this locality, and it is now largely a settlement of suburban industrial homes..

Not all of the homes belong to industrial workers; in some districts there are homes running into six or seven thousand dollars' evaluation, but El Monte is distinctly a community of home owners, and there are approximately twenty-five new houses now under construction. One of the interesting factors which have contributed to El Monte's development as a commuters' town is that men driving back and forth to work do not have to face the sun either coming or going. This relief from a glaring sun on the windshield has been no small selling point for the town's real estate salesmen.

When the board of trustees of the El Monte School District undertook to build the Cherry Lee and Protero Schools they were able to effect much saving through use of identical plans and construction. This duplication made it possible to save $27,000 in construction costs and to accomplish the work much more rapidly since the same construction crews and forms could be used interchangeably for the two buildings. All details of materials, construction methods, maintenance costs, depreciation, and insurance were carefully predetermined before a design for the school plants was decided upon.



Courtesy, Architectural Concrete

Main facade of Cherry Lee school. Arrows point to interesting details of construction: (1) functional as well as ornamental is this V-line, introduced where lifts of concrete end to conceal the joint line and also to serve as a pleasing architectural motif; (2) fluted pilasters which were formed against milled wood molds, each mold being used four times; (3) grilles which were precast and set in the forms so walls could be cast around them.

Concrete was chosen as the most economical type of construction and also as the one which would be most substantial, rigid, and capable of resisting earthquake stresses. Architect Walter L. Culver, Jr., of Worsick and Culver, who designed the school plants, believes that reinforced concrete meets the requirements for schools and public buildings better than any other type of construction yet devised. The buildings are E-shaped, with three wings falling back from the front section, modern in design, with white paint finish and aluminum roof. They are designed to serve as community centers, for, in addition to the classrooms, offices, and other academic facilities, they have auditoriums seating about 500 persons. The auditoriums are convertible into cafeterias, served by large kitchens, permitting civic gatherings, P.T.A. meetings, community dinners, and other affairs. In each school, administrative offices and clinic are located in the main unit extending across the front, with the ten classrooms occupying end wings, while the auditorium is on the central axis and divides the rear area symmetrically into two quadrangles.

Directly adjoining the buildings and forming a border about the quadrangles are exterior corridors 8 feet wide which are protected from the weather by concrete roofs projected as cantilevers from the concrete walls. The cantilever roofs eliminate the hazards common to walkways in which there are posts.

Walter L. Culver, Jr., in an article called "Concrete Details for Modern Schools," *Architectural Concrete,* Volume 5, No. 3, writes: "Full cooperation of school authorities in the preliminary planning, in the solution of problems of functional design and arrangement, and throughout the period of construction greatly facilitated the successful and orderly progress of the work. For this high degree of cooperation, so essential to the architect in carrying out a project of this nature, more than usual credit should be accorded the administrative head of the El Monte School District, Frank M. Wright, district superintendent."

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Book Reviews

From the Los Angeles City Schools

PROGRAM OF SCIENCE EXPERIENCES FOR JUNIOR HIGH SCHOOLS. A Teachers' Guide. Prepared by a committee of science teachers under the guidance of William B. Brown, Director of Curriculum, Los Angeles City Schools. The organization and sequence of content material in this program, if followed broadly by all science teachers, will not only make the general science course richer, more vital, and more functional, but will eliminate all unnecessary duplication in the three grades of the junior high school. It is not expected that every topic listed could be studied or that any particular order will be followed; the number and kind of units to be taken must be determined by the needs and interests of the group. The program is a helpful guide to all science teachers in that it offers a view of the entire science curriculum and provides specific suggestions for each level. A basic philosophy for junior high school science is expressed in quotations drawn from *Science in General Education,* a report of the committee on The Function of Science in General Education, Commission on Secondary School Curriculum, Progressive Education Association.

Preceding the full outline of science teaching in the junior high school is a shorter outline of a general plan for science from grade 1 to grade 12, giving teachers the needed picture of science teaching at all levels. In the problems and areas of study suggested for junior high school, emphasis is on those of the 8th and 9th grades, since it is recognized that the present crowded 7th grade curriculum does not readily allow much science for pupils at this level. It is recommended that 7th grade work be restricted to a few experimental centers, and suggestions for these are given. Science books for children and references for teachers are listed.

From Lyons and Carnahan

NUMBER PRACTICE IN CHILD LIFE by Livingstone McCartney. Arithmetic workbooks for Grades 1 to 8. Price, each, $.40. A complete arithmetic program in workbook form is offered in this series which ties in with the *Child Life Arithmetics* adopted by the State of California April 6, 1940. The series is well-named, for its best feature is the close relation of all its presentations, explanations and problem material to actual child life. The early books of the series are planned to give the pupil a readiness for future arithmetic study by building up in his mind a rich background of number experiences. The pupil acquires number concepts by experimenting with his playthings and other familiar objects. He begins his acquaintance with number language and increases his ability in recognition of numbers of objects and in comparison of numbers as seen in a variety of things.

An important part of the planning of this series is that the reading vocabulary of each book has been checked against all recognized word lists in order to keep it easier than the vocabulary of any other reading for the same grade. Thus the poor readers of a class are not handicapped in their study of arithmetic, and all pupils may concentrate on grasping number concepts and processes without having to pay too much attention to the mere process of reading itself.

No formal tests are given to determine the individual pupil's proper group classification in his progress through school. The diagnostic tests given are intended simply to guide the teacher to determine relative success in teaching specific types of material and to aid her in necessary reteaching. Carefully prepared remedial material follows the diagnostic tests.

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Including Official Bulletin of the California School Trustees Association

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In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Music in the San Francisco Schools, Charles M. Dennis 9
Music Educators National Convention, Harriet Pidduck and Glenn Woods 10
Instrumental Music in Rural Elementary Schools, Clarence H. Heagy 11
Library News, Mabel R. Gillis 14
California School Trustees, Florence C. Porter 16
Book Reviews 20

May, 1940

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NEWS OF EVENTS, PEOPLE AND ACTIVITIES IN THE EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
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Jottings of a Traveling Bookman

By W. M. CULP

There has been a definite trend in more recent years both in large cities and small to have boards of education housed in their own separate buildings. This has been particularly so in the western states. In River Forest, Illinois, a delightful residential suburb of Chicago of around 10,000 population, located somewhat northwest of that city in wooded territory with streets lined with great elms, a new board of education building has just been provided by authorization of the board of education under the superintendency of Dr. R. E. Cheney. Uniqueness of this building lies in the fact that it is just eighty years old this year. It was built in 1860 in District Number 8 and was named the River Forest School. The District then was known as Harlem, which at that time included what is now River Forest, Forest Park, and part of Oak Park. Another fact of importance was that in 1861 Frances E. Willard taught in this school. The W. C. T. U. have placed a plaque to that effect on the front of the school, and the building of late years has been known as the Frances E. Willard School located on the grounds of the Lincoln School in the 7700 block on Lake Avenue. The building had not been used for school purposes for some time, had just been used to house some recreation official offices, and was falling into disrepair. It was a question of tearing it down or making extensive improvements. There was a public protest against the building's demolition, so the board of education decided to make it the headquarters of the city's system. A remarkable job of renovation has made it admirably fitted for this purpose. The building, 30 by 50 feet, built of red brick, contained originally two high ceiling rooms, heated by two open fireplaces with a huge chimney running up the outside of the rear of the building. The external portion of the building has been left the same with its high windows and sloping roof. The interior has been modernized to the amount of dividing the first floor into two sections. A vault was built in the middle of the first floor making a division between a large superintendent's and board of education office and that of the secretary and clerks. This allowed the re-enforcement of the second floor without cutting off the light from the high windows. The second floor, reached by the original staircase of delightful design, was left as one big room with a small stage at one end with fireplace located upon the stage. The floors were covered with planked battleship linoleum, radiators were recessed in the walls, and acoustical materials were placed upon walls and ceilings. Interior decoration is that of a cooling white or cream.

In time the Lincoln building, an old structure on the same plat as that of the board of education building, will be torn down and the pupils will be sent to a near-by school. When that is done the entire square will be placed in lawn and the board of education building nestling among the giant elms will show to great effect. Dr. R. E. Cheney has planned the second floor of the building to be used as a community school center. Here will be held large open board meetings, meetings of P.T.A. groups and sessions of teachers' committees. It is also planned that this room will be used for the presentation of school work to parents. Such things as educational exhibits, special school projects, or activities of music or dramatic nature will be presented. A class will come to this building for half a day, parents will be invited to attend, seating will be informal on lounges or easy chairs, and outside of the classroom environment the parents will be given a picture of their children's work and accomplishments.

Dr. H. Ambrose Perrin, superintendent of schools of the Blue Island, Illinois, schools and University of Chicago lecturer, has his entire corps of teachers emphasizing reading and its improvement this year.

The death of Superintendent Eugene La Rowe of Maywood, Illinois, last Thanksgiving Day, November 23, 1939, brought to the end the career of one of the most honored educators in the galaxy of suburban towns surrounding Chicago. For twenty-seven years Mr. La Rowe was head of the Maywood and Melrose Park schools. From a start of four small buildings his work grew till it included the management of eight schools, thirteen buildings, one hundred and thirty-five teachers and school personnel and some 3800 pupils. The charm of Superintendent La Rowe's personality made him friend of townsman, teacher, pupil, and salesman. His going is a loss, but he leaves a record of work well done. A graduate of the University of Michigan with degrees of A.B. and M.A., Mr. La Rowe came to Illinois from the superintendency of Hancock, Michigan.

To fill the Maywood superintendency the Maywood and Melrose Park Board of Education chose a person well-qualified and well-versed in the problems of the system, when they promoted to the superintendency Mr. C. H. Pygman. Mr. Pygman has been assistant superintendent of the system for the past five years and had been of great aid to Mr. La Rowe in keeping the Maywood schools in the foreground of modern educational

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practice. This is Mr. Pygman's nineteenth year in the educational field. He has his A.B. from James Millikin University, Decatur, Illinois, and his M.A. from the University of Chicago. He has been in the Maywood system for the past eleven years, being principal of the Garfield school before being made assistant superintendent five years ago.

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With the retirement of Dr. Ira T. Chapman from the superintendency of Elizabeth, New Jersey, this coming July 1 we have the withdrawing from school work of one of the most outstanding educators New Jersey has produced in this generation. Dr. Chapman has kept sanity in his school administration and in his classroom procedures and has accepted the best of the present progressiveness, while retaining the best of the past. The completion of a new Industrial High School for Elizabeth has been one of Dr. Chapman's accomplishments during the past year.

In selecting the new superintendent, who is to follow in Dr. Chapman's footsteps, the Elizabeth Board of Education has chosen Dr. R. E. Cheney of River Forest, Illinois. Dr. Cheney will take office July 1, 1940. In Dr. Cheney the Elizabeth school will have a man of nearly a quarter of a century's experience in the problems of education, running the whole gamut of rural country school teacher, township school principal, high school principal, city superintendent, and university lecturer. Dr. Cheney has his A.B. from the Central State Teachers College, Michigan, and his M.A. from the University of Michigan. His Ph.D. is from Teachers College, Columbia. His early years of teaching were in the rural schools of Michigan. His record includes three years as principal of the high school at Mt. Pleasant, Michigan, ten years at Escanaba, Michigan, three years as principal and seven years as superintendent. The past five years Dr. Cheney has been superintendent of the River Forest, Illinois, schools, one of the excellent school systems of the suburban Chicago area. Here he has made definite contributions to modern progressive education. Dr. Cheney in addition to his regular school duties has been teaching School Administration at Northwestern University and last summer taught in the University of Chicago summer session.

With Dr. R. E. Cheney leaving for his new position at Elizabeth, New Jersey, July 1, the River Forest Board of Education has chosen as its new superintendent Mr. Virgil M. Rogers, superintendent of schools of Boulder, Colorado. In Mr. Rogers River Forest is securing a man most prominent in educational affairs in the Rocky Mountain States. They again have selected a man, who since 1921 has come up through the ranks as teacher, elementary school principal, junior high school principal, high school principal and superintendent. Mr. Rogers leaves Colorado after ending his sixth year as superintendent of schools of Boulder. Prominent in community and educational associations Mr. Rogers this year has held the office of president of the Boulder Rotary Club and president of the Colorado State Teachers Association besides being vice-president of the Congress of Parents and Teachers Association. During recent summers he has also been professor of education and director of demonstration schools at the University of Colorado. His A.B. is from Wofford College, Spartanburg, South Carolina, his M.A. is from Western State College, Gunnison, Colorado, and he has completed two terms of graduate work at Teachers College, Columbia, towards his Ph.D. degree.

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Dr. William H. Johnson, superintendent of the Chicago city schools, was reappointed for his second four-year term by the Chicago Board of Education at a meeting held on April 10 last. At the first meeting of his principals since his reappointment Dr. Johnson came out with vigorous plans for sweeping changes in the English curriculum in the Chicago high schools and for changes in the handling of brilliant students in the schools as well as those of slow learning capacities. He designated assistant superintendent George F. Cassell as the organizer of committees, who would take up the problem of formulating plans for changes which may be needed. Dr. Johnson stated, "The high school curriculum requires a vigorous overhauling. The time must come when the *Idylls of the King* will not be forced upon pupils who are interested in neither the king nor his idylls. I am also tired of lip service to democracy. I want to see it in action in our schools, exemplified by our English courses. We can pioneer this job here in Chicago." The entire new English curriculum is planned for introduction by February of next year. The vocational aspects of English courses and the use of remedial English studies for handicapped pupils are among the problems to be considered. He also considered that commercial courses, such as stenography and bookkeeping needed overhauling. Dr. Johnson considered it unfair to both pupil and school to keep the brilliant pupil in a class with average pupils. He directed the committees to ignore the intelligence quotient as the sales measure of a student's brilliance or lack of it. He said, "The IQ to me is frequently a lot of nonsense." He considered that special attention to retarded pupils in many cases helps them to avoid delinquency and criminal tendencies by keeping them in the healthy school atmosphere. He said, "It is better to have the slow learner in high school if he learns nothing at all, than to have him on the streets."

Western School News

Edited by MORRIS WAGNER

SOUTH PASADENA'S "MR. CHIPS" MOURNED

The death of George C. Bush, one of the four school officials killed on May 6 in the South Pasadena tragedy, is mourned throughout the entire state. Beloved by all who knew him, Mr. Bush was the most kindly and genial of men, and was often referred to as South Pasadena's "Mr. Chips." During his thirty-five years of service in the South Pasadena school system he won the friendship and admiration of all the city's inhabitants, most of whom had gone through the schools under his care. He was a life member of the National Education Association, and in 1929 was California delegate to the World's Conference of Education Associations in Geneva, Switzerland.

Besides being an outstanding educator, Mr. Bush was an interesting lecturer and a witty toastmaster, always in demand at school conferences. He and his wife spent their vacations traveling and taking pictures of the countries visited. Within the last few years they had toured Canada, China, New Zealand, Australia, Denmark, Sweden, and Finland. Mr. Bush took over 350 kodochrome stills of Finland, many of them of scenes and buildings now destroyed. In all of the countries visited he secured recordings of national and folk music. During the invasion of Finland he gave talks and showed his pictures while Mrs. Bush played the accompanying records. Money was raised in this way for Finnish relief; Mr. Bush would agree to show his pictures when $100 was guaranteed as a minimum for the relief funds. South Pasadena school children also were given the opportunity to see the pictures and hear the travel talks.

Mr. Bush's interest in the California School Trustees Association, whose official bulletin is included in this magazine, dates back to the time of organization, and many times he has participated in programs of the Association. The editors of the JOURNAL share the deep sorrow felt in all circles for the untimely death of our friend and fellow worker.

BRUCE MILLER, principal of the Ontario Junior High School, was appointed early in May to the position of superintendent of schools in Ontario. He succeeds C. W. Randall, killed in an automobile accident March 21.

SACRAMENTO ADMINISTRATIVE REORGANIZATION

Superintendent Charles C. Hughes of Sacramento recently recommended certain changes in the administrative organization of the city schools. These were in line with the report of Dr. Jesse B. Sears of Stanford University. Superintendent Hughes' recommendations were approved and adopted by the Board of Education on April 15 to take effect July 1, 1940.

The position of deputy superintendent or assistant in charge of administration was established, and Dr. James F. Bursch, formerly assistant superintendent, was promoted to the new position.

The position of assistant superintendent in charge of supervision of senior high schools and junior college was also created, and Mr. Hughes appointed George C. Jensen, principal of the Sacramento High School, to fill this position. Melvin Lawson, vice-principal of the high school, was made principal.

The resignation of Mr. E. J. Woodburn as business manager left that position open, and Mr. I. T. Swope, now acting business manager, received the promotion.

Mr. William J. Burkhard, who has been for some time assistant director of research, has been appointed assistant superintendent in charge of supervision of elementary and junior high schools. He takes the position formerly held by Mr. Leo B. Baisden, now deputy superintendent in Stockton.

JOHN L. COMPTON NEW BAKERSFIELD CITY SUPERINTENDENT

John L. Compton, principal of the Emerson School in Bakersfield, is to be the new Bakersfield City Superintendent of Schools, succeeding Lawrence E. Chenoweth who has resigned to take the position as Professor of Education at Santa Barbara State College.

Mr. Compton is a Californian. He was born in Whittier and graduated from Whittier College with an A.B. degree, later taking his M.A. degree from the University of California. He began his teaching in Maricopa High School. From there he entered the Bakersfield city schools where he has been in the elementary schools for the past twelve years. His experience includes one year as supervisor of child welfare, the principalship of the Hawthorne Elementary School and of the Washington School, and four years as principal of the Emerson School prior to his appointment as city superintendent. The Emerson School is an intermediate school containing seventh and eighth grades which are run on a junior high school plan.

Mr. Compton has promoted an intermural sports program especially during the noon hour, since the Emerson School is close to the downtown area. These activities encourage the children to come back to the school grounds instead of staying down town. It keeps their interest centered in the school during the entire school day.

LIGHT OPERA FESTIVAL FOR SAN FRANCISCO

By arrangement with the Los Angeles Civic Light Opera Association Homer Curran presents San Francisco's first annual Light Opera Festival, with Edwin Lester as general director. At the Curran during the week of May 13 theater audiences will be able to enjoy a double bill of Gilbert and Sullivan which includes *H. M. S. Pinafore* and *Savoy Serenade*. John Charles Thomas, playing the role of Captain Corcoran in *H. M. S. Pinafore*, is supported by Hope Manning and a chorus of sixty. Eric Mattson is Sir Arthur Sullivan in *Savoy Serenade*, a vignette introducing twenty highlights from *Mikado, Iolanthe, Gondoliers, Pirates* and other Gilbert and Sullivan favorites.

Jerome Kern's masterpiece, *Show Boat*, opens May 20 for a week, with Paul Robeson, John Boles, Guy Kibbee, Norma Terris, and Frances Langford, and the Hall Johnson singers. A revival of the world's most famous operetta, Franz Lehar's *The Merry Widow*, begins the week of June 3. The closing event, beginning June 10, is Victor Herbert's *The Red Mill* with another all-star cast.

At the Geary Theater for two weeks starting May 6 is Paul Muni in Maxwell Anderson's new play, *Key Largo*. It is Mr. Muni's first personal stage appearance in San Francisco. In *Key Largo* he plays a disillusioned idealist who has returned from fighting as an American volunteer with the Spanish Loyalist forces against Mussolini and Franco, and who struggles for spiritual regeneration.

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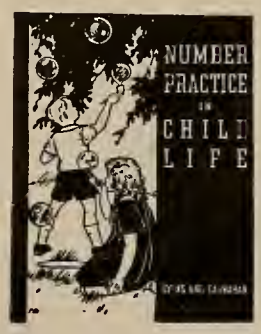

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THE 1940 WORLD FAIR OF THE WEST

Man, the unknown, becomes your neighbor at the 1940 World Fair of the West which opens on Treasure Island May 25. You can see how he works and plays and creates. The arts, sciences, and industries of the world unfold before your eyes. In one of the world's most gorgeous settings, you will see strange and exotic arts and crafts from every shore of the great Pacific. The West's World's Fair in Forty is dedicated to knowledge, leisure, travel, and recreation.

Having passed through a severe winter without damage, Treasure Island has been transformed by the application of color. The statues and fountains and buildings have undergone a miraculous re-birth and present a far more vivid picture than last year. Pacifica, in white robes, presides majestically over her court, her background in hues of orange and blue. The Tower of the Sun glistens in a new coat of glittering ivory. The Elephant Towers glow with hues of apricot and orange. Every wall and column and arch offers its individual contribution of color to the kaleidoscopic ensemble. Millions of California's flowers weave a 26-acre carpet of fragrant beauty inside the Fair enclosures.

At the Fine Arts Palace the Old Masters will again be well represented, but there will also be an interesting new feature, "Art in Action," which reveals the backstage side of modern art.

Diego Rivera, famed Mexican artist, will be a participant in the "Art in Action" exhibit. Among the participating artists of the West are: Helen Forbes of San Francisco, who will demonstrate tempera, Maxine Albro of Carmel who will paint in oil, and Glen Lukens, one of the foremost American artists in his field, who will produce ceramics. Dudley Carter, known to many Fair goers for his splendid work on the Shasta Building last year, will do wood sculpture. Michael Chepurkoff will offer humorous animal sculpture in metal. Antonio Sotomayor, clever Bolivian-born San Franciscan, will create swift and informal caricatures. Marion Simpson of Berkeley has returned from Mexico to paint in oil. There will be weaving demonstrations by Maga Albee and her group, including Jean Fay and Adaline Emerson.

Other new features of the Fine Arts Palace are a comprehensive show of photography which presents photography from the earliest day to the present time both in still and motion picture fields, and an unusual show of fine printing, commemorating the 500th anniversary of printing with movable type.

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Mrs. Gladys L. Potter, supervisor of primary education in the Long Beach schools, will give the following two courses at Stanford University during the eight weeks of the summer quarter: "Organization and Administration in Elementary Schools," and "Reading and Language." Mrs. Potter's wide experience in the field of general education includes: seven years as Assistant Chief, Division of Elementary Education, California State Department of Education, three summer sessions as principal of the Demonstration Elementary School, University of California, and several years as Rural Supervisor and Assistant Superintendent of Schools, San Bernardino County.

SAN JOSE MEETING OF BAY SECTION ELEMENTARY PRINCIPALS

Approximately 125 elementary school principals met in the San Jose Civic Auditorium April 20 for the spring conference of the Bay Section, C. E. S. P. A. Beecher Harris, president of the Bay Section, acted as chairman of the conference.

Officers elected at the business meeting are: president, Carrie Daly, San Francisco; vice-president, Kenneth Forry, Martinez; secretary, Eva M. Ott, Oakland; treasurer, Carl Manner, Vallejo; board of directors, Beecher Harris, Berkeley, Edward Esser, Stockton, and Frances Lanyon, San Jose.

Following the business meeting principals had a chance to hear what laymen think should be "The Role of the Elementary School in the Preservation and Promotion of Democracy." Participating in a symposium on this subject were: Ulysses A. Gribble, Trust Officer, Bank of America; Fred A. Volkers, Executive Secretary, Plumbers' Union; Mrs. Charles Haskell Danforth, president, Sixth District P. T. A.; and Major Francis J. Heraty, Department of California Americanism Commission, American Legion. Most interesting development of this discussion was the laymen's expression of their belief not only that the schools *can* and *should* preserve and promote democracy, but that responsibility for teaching the democratic way of life lies almost *entirely* with the schools and not with parents. There has been a tendency on the part of teachers to lament the ineffectiveness of their efforts to train children whom they have in their care for only six hours out of the twenty-four, and to shift a good share of this responsibility right back to parents. But the parents' belief, as expressed by Mrs. Danforth and Major Heraty, is that schools have the children "during the best learning hours." Most of the time when children are away from school is spent sleeping and eating and in after-school activities which stem from the school program.

The laymen-parents were quite firm in stating that the *proportion* of time which children spend at home is of no particular significance, and that the bulk of responsibility for training children to the democratic way of life still lies with teachers.

After the symposium Lester B. Sands, Palo Alto, chairman of the Bay Section's Guidance Committee, gave a report of the work accomplished by the Committee and distributed mimeographed "Guidance Bulletins" which outline the guidance program in the Martinez elementary schools. Children from the Dramatics Club of the Channing School, Palo Alto, then gave a demonstration of "Democracy in the Classroom" under the direction of Ruth M. Jackson. This demonstration proved conclusively that wherever the responsibility for children's training may lie, with parents or teachers, the children themselves are doing splendidly. The poise, intelligence, and charm of the children who took part in this demonstration must have made many adults feel that their own efforts were clumsy by comparison. Later, when Mrs. Frank W. Hart, California League of Women Voters Educational Chairman, Berkeley, spoke at the St. Claire Hotel luncheon on "The American Way by Way of the Elementary School," she said: "I thought I had plenty to say after hearing the members of the symposium this morning, but then after that remarkable demonstration by the children themselves I decided there wasn't any more that really needed to be said."

It wasn't the first time the children had stolen the show at a meeting of their elders in the San Jose Civic Auditorium. We were reminded of the conference of the California School Supervisors Association last October when a group of children under the direction of A. H. Horrall clear-headedly defended progressive education against adult prosecutors. In the Palo Alto and San Jose schools, and in countless others throughout the state, there must be immeasurable hard unseen work among the educators that is bearing such fruit as is evidenced in occasional demonstrations like those at the San Jose meetings. The cold theoretical "presentations" that abound at conferences of this kind sometimes seem to have little real significance, but application of the principles involved has meant everything to the youth whom they concern.

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CONFERENCE OF CENTRAL COAST SECTION, C. E. S. P. A.

The State Department of Education, in conjunction with the Central Coast Section of the California Elementary School Principals Association, held its regular regional conference of elementary school principals and district school superintendents at Salinas Junior College on April 20. Dr. R. D. Case extended a cordial greeting to the principals at the opening session and discussed the responsibilities of the elementary principal in a modern school system. Mr. A. H. Horrall, assistant superintendent of schools, San Jose, made an excellent presentation of the importance of home and school relationships. Mr. Horrall's presentation was followed by a discussion from a panel consisting of: Arthur Hull, principal-elect, Sunset Elementary School, Carmel-by-the-Sea; Eva Riecks, principal, Oak Grove Elementary School, Monterey, and Vesta E. Vail, principal, Mission Hill Junior High School, Santa Cruz.

Miss Helen Heffernan, Chief, Division of Elementary Education, followed this discussion with a talk on the characteristics of youth. Mrs. Lillian B. Hill, Chief, Bureau of Mental Hygiene, was the luncheon speaker and spoke on the subject: "Mental Hygiene of the Elementary School Child."

In the absence of Mr. Paul Hyton, principal, Fremont School, San Luis Obispo, and president of the Central Coast Section, California Elementary School Principals Association, Mr. Eldon J. Covell, principal of the Seaside School, Monterey, presided at the business session.

UNIVERSITY OF CALIFORNIA SUMMER SESSION PROGRAM

By John A. Hockett
Assistant Professor of Education, University of California

The Demonstration Elementary School

The demonstration elementary school, which has proved helpful to large numbers of elementary school workers during the past three summers, will be continued. This year the school will be housed in the new, modern Whittier-University-Elementary school building. Miss Edna Evenson, Assistant Supervisor of Curriculum, Los Angeles City Schools, will serve as principal. Miss Evenson has taught in the demonstration school during three previous summers. She is a graduate of University of California at Los Angeles and has taught in Los Angeles. For the past two years she has been an elementary school principal in that city. The two years preceding those, she served as rural supervisor in Plumas and Sierra Counties. Miss Evenson brings to the demonstration school a sound understanding of modern education, and a rich experience in both city and rural schools. Mr. Beecher Harris, Principal of the Whittier-University Elementary School will serve as assistant principal. Miss Helen Heffernan, Chief, Division of Elementary Education, State Department of Education, will assist the writer in the direction of the school.

Conference on Supervision of Elementary Schools

General and special supervisors, directors of curriculum, elementary school principals, and superintendents of schools will be interested in the Conference on Supervision of Elementary Schools to be held in Berkeley, California, July 13-26. The Department of Supervisors and Directors of Instruction, National Education Association, and the School of Education, University of California, are cooperating in conducting the Conference.

Theme of the conference is: "Meeting the Problems of the Modern Elementary School through Supervision." It is to be organized as a course in education. The work of the course will include directed observation in the demonstration elementary school from nine to eleven each morning, study and discussion sections from eleven to twelve, and general assemblies from two to three. Among the speakers at the general assemblies will be Dr. Frank N. Freeman, Dr. George C. Kyte, Miss Corinne Seeds, Dr. Julia L. Hahn, Miss Helen Heffernan, Mrs. Gladys Potter, Miss Edna Evenson, and the writer.

AGES 8-12

DONALD DUCK AND HIS FRIENDS
Told by JEAN AYER
LITTLE PIG'S PICNIC
Told by MARGARET WISE BROWN
MICKEY NEVER FAILS
Told by ROBIN PALMER
SCHOOL DAYS IN DISNEYVILLE
Told by CAROLINE D. EMERSON

AGES 6-8

HERE THEY ARE
Told by ARDRA WAVLE
DONALD DUCK AND HIS NEPHEWS
Told by FLORENCE BRUMBAUGH
WATER BABIES' CIRCUS
Told by GEORGIANA BROWNE
WALT DISNEY'S PINOCCHIO
Told by DOROTHY BARUCH

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Reading Conference

Teachers, principals, superintendents and others interested in problems related to the teaching of reading are invited to attend a Reading Conference to be held from July 8 to 12 under the direction of Dr. Luther C. Gilbert, Professor of Education, University of California. The purpose of the conference is to provide an intensive session in which reading problems of major importance will be presented and discussed by outstanding educators.

The central theme of the conference will be the "Review and Evaluation of Recent Developments in Reading." Among the topics will be: the role of reading in general education, the relation of reading to the integrative program, reading readiness from kindergarten to college, nature and causes of reading disability, remedial techniques, and developing reading tastes.

The conference will attempt not only to present the scientific background for recent trends and developments in teaching reading but will take up practical issues and everyday classroom problems.

Conference on School Health Education

A Conference on School Health Education sponsored by the State Departments of Education and Public Health will be conducted July 22-25 by Dr. Mayhew Derryberry, Chief of Health Education Studies, National Institute of Health, U. S. Public Health Service.

The program is planned to be of value to educators and to workers in public health. Lectures will be interspersed with showings of new motion pictures, exhibits of educational materials and field trips to clinics, child health conferences, public health laboratories and other places of interest.

Dr. Derryberry will conduct discussions on problems which arise in introducing units of health instruction in other courses, on values and limitations of special hygiene courses, and on the evaluation of school health education.

School Executives' Conference

The tenth School Executives' Conference will be held July 15-26 under the direction of Dr. F. W. Hart, University of California School of Education. This conference is held during each summer session in recognition of the fact that many school executives can not remain away from their duties for the full duration of the regular summer session. The conference is an intensive two weeks' session in which a considerable number of the most important problems of the school executive are presented and discussed by specially qualified instructors.

MUSIC IN THE SAN FRANCISCO SCHOOLS

By Charles M. Dennis

During the past five years music in San Francisco public schools has made great strides and won increasing recognition from public and press. To Mr. Dennis, Director of Music, should go most of the credit for the developments which we asked him to describe in this article.

The San Francisco Board of Education's program of expansion in the field of music was begun in 1934. In January of that year, upon the recommendation of Superintendent Joseph N. Gwinn, a half-time supervisor of instrumental music was appointed. Previous to this time there had been no supervision of instrumental music in the San Francisco public schools. With the advent of Dr. Edwin A. Lee as superintendent the expansion was accelerated through the creation of the position of Director of Music and an appropriation of $10,000 for the purchase of instruments for junior high school use. The following year a similar amount was spent to equip the senior high schools with band and orchestra instruments. Superintendent Joseph P. Nourse, since his appointment in 1936, has been a consistent and appreciative supporter of musical progress in the public schools. Since his appointment sums have been appropriated for the acquisition of instruments used in the playing of advanced compositions such as oboes, bassoons, French horns, tympani, and others.

The San Francisco boy or girl ambitious to learn to play a musical instrument does not need to own one as the schools have a sufficient supply. Class instruction begins on the seventh grade level, and as skill is developed pupils find themselves progressing into ensemble groups leading to advanced orchestra and band participation.

In the vocal division, the most notable development has been the growth in advanced chorus on the senior high school level. There are now six a cappella choirs, including that of the Junior College, of good quality, compared with one existing in 1934. These are steadily gaining in proficiency and enthusiasm.

In the courses in the history of music, which are taught largely from an appreciative basis, there has also been a notable growth. In two senior high schools it is necessary to offer four sections in this subject to accommodate the demand.

All the work in grades 9 to 12 is elective, and the fact that such a large proportion of San Francisco students enter music classes is due largely to the program of guidance which aims to direct the musically talented student toward these opportunities. Upon graduating from the sixth grade, each student is tested in musical accomplishment and, to a lesser extent, in musical ability. The scores made in these tests determine the section in which the pupil is placed in the junior high school classes, and also aid in the prediction of success in instrumental music. Upon graduation from junior high school those whose work has impressed their teachers as promising success, either vocational or avocational, in music are recommended to senior high school teachers for continuation of study.

The use of the sixth grade test* also indicates the general progress of the music teaching program in the elementary schools. Compared with a similar test given in 1935 where it was found that San Francisco's sixth grade pupils were well below the norm established by twelve leading cities in the country, the comparison in August, 1939, showed the graduating sixth grade to be three points higher (81 compared to 78) than the seventh grade national norm.

Perhaps the most outstanding thing about music in San Francisco's public schools is the fact that all development is accomplished without intensive stimulation or exploitation of the music work. Music is programmed on a par with other subjects in the schools with no effort made to have it considered as a special field or art. This feeling extends to the relation of public school music with the general artistic development of the community. The school music forces cooperate with all movements for enrichment of San Francisco musical life.

At the same time it is recognized that there is a field of professional musical entertainment for which school organizations are not equipped and in which they should not participate. No suspicion of competition with the professional musicians of the city is permitted, though it is recognized that cooperation with these groups is an obligation of the music department.

One happy result of this understanding of the professional musician's prerogatives is exemplified in the course for credit in private music study. In cooperation with the local Music Teachers Association a plan has been developed whereby serious and talented students of piano, violin, and voice are given credit toward graduation for work done in private studios. An outline of work to be covered during each term has been set up, and pupils who demonstrate before an impartial examiner that they have satisfactorily completed the work are given credit toward graduation.

The fundamental aim of music instruction in San Francisco schools is to establish in students: a sympathy for all expressive art; a more cultured and sensitive nature; a tendency to seek further musical experience, either active or passive; a preference for cooperative rather than competitive effort; a means for utilizing leisure hours in constructive ways, and a respect for the accomplishments of other peoples.

* Strouse Music Test, Emporia State Teachers' College, Emporia, Kansas.

MUSIC EDUCATORS NATIONAL CONVENTION

The first national convention ever to be held in the West by the Music Educators National Conference reached such mammoth proportions that no periodical could attempt a complete report. The "program" of the convention alone filled seventy-seven pages. We asked two members of the Conference to give us their individual impressions of the most outstanding events of the convention.

Harriet Pidduck, Huntington Park High School, Huntington Park

Los Angeles was the mecca for all those interested in music and music education during the week of March 30 to April 5. At that time the city acted as host to the first national Biennial Convention of the Music Educators National Conference ever to be held west of the Rocky Mountains. Sixty-two hundred registrations of persons representing all parts of the United States were reported by the Convention registration desk at the Biltmore Hotel headquarters, while some twenty-five thousand students participated in the demonstrations, concerts, and clinics which crowded the calendar of the Convention. The significance of the week for music education, particularly in the West, can hardly be over-estimated.

In a week filled with outstanding events it is hard to choose those highlights deserving special mention. Each music educator who attended doubtless found particular value in some instrumental, vocal, or music theory clinic that dealt with his own problems most adequately. It may be that from these small, informal meetings were gained the greatest educational inspiration to be found at the Convention. But the events that caught the public fancy and made laymen aware of the tremendous significance of the music education program in the schools today were the evening programs presented at the Shrine and Philharmonic auditoriums by music groups from the various educational levels.

The first night was devoted to music from Southern California colleges. Appearing on the program were the U. S. C. Orchestra, the U. C. L. A. A Cappella Choir, the Pomona College Men's Glee Club, and the Los Angeles City College presentation of Mozart's opera, "The Impresario."

The Los Angeles city schools made their principal contribution to the Convention on April 1, when they presented an opera-pageant, "El Dorado," with more than a thousand students participating in the presentation. The words and music of the production were written by members of the teaching staff of the Los Angeles city schools, the various episodes dealing with the history of California from the days of the Indians to the present.

A junior college festival of music which had been in progress during the day of April 2 reached its culmination in the evening in a program given by the combined A Cappella choirs and a selected orchestra from the junior colleges of Southern California.

The evening of April 2 was marked by the presentation of a concert by the National High School Chorus under the direction of Max Krone, and the National High School Orchestra under the direction of Vladimir Bakaleinikoff. Members of these two groups had been chosen from high schools throughout the country on the basis of outstanding performance, and had been rehearsing long hours daily since the beginning of the convention in preparation for the concert.

The National High School Band, organized in the same way as the National High School Orchestra and Chorus, was featured in a concert on Thursday evening, April 4, under the direction of Gerald R. Prescott, Herbert Clarke, and Frank Mancini. On the same program Louis G. Wersen directed a group of numbers played by a Junior High School orchestra whose members were chosen from outstanding instrumentalists in the Junior High Schools of the West.

The conference ended on a gay note, with the presentation of Victor Herbert's light opera, "The Serenade," by Hollywood High School on the evening of April 5.

To Mr. Louis Woodson Curtis, president of the Music Educators National Conference, and Supervisor of Music in the Los Angeles City Schools, goes the lion's share of the credit for the outstanding success of the Convention. It was largely through his efforts that the Convention was brought to California, and that such a stimulating program of events was arranged.

The principal results of the Convention are two-fold. For the first time in history the finest achievements and outstanding leaders in music education in the nation were assembled on the West Coast, and also for the first time the United States was made aware of the great achievements in music education that are taking place in the Western States.

Glenn Woods, Supervisor of Music, Oakland City Schools, and President California - Western Music Educators Conference

The printed program of the Los Angeles Music Educators National Convention was the largest that has ever come from press, covering seventy-seven pages of events, programs, and persons identified with the Convention. An interesting fact about registration at the Convention is that despite the long distance from the large cities of the East, there were more in attendance from some of the Eastern cities than were present from California cities which acted as co-host with Los Angeles.

It is to be regretted that more superintendents do not avail themselves of the contributions which this unusual convention affords. While there are addresses, panels, clinics, and discussions available every day, there are also the unusual features of actual classroom demonstrations with expert teachers presenting accepted and reliable teaching methods. If a superintendent were in doubt as to whether his music was below or above par, he could secure not only first hand acquaintance with accepted standards, but he could also see expert teachers at work, which would assist in evaluating the type of music instruction that is desirable in all cities from rural districts to elaborate school plants in larger cities.

The theme of the Convention was "Life Enrichment Through Music," and those who were fortunate enough to attend the seven-day session found this enrichment so continually in evidence that they were almost bordering on musical indigestion. Choirs, bands, orchestras, choruses, and small ensembles entertained at the regular meetings, clinics, receptions, luncheons, in fact, every meeting was illuminated with music from eight o'clock in the morning until the late evening. Each daily session closed with a lobby sing in which the members themselves participated concluding the day's activities at midnight.

Los Angeles proved to be a charming host city. There are plenty of musical organizations within Los Angeles itself to furnish programs and clinics without any assistance from contiguous counties, but there were also organizations from

Cleveland, Ohio; Joliet, Illinois; Le Grande, Oregon; San Francisco, California; San Diego, California; Salt Lake City, Utah; Pullman, Washington, besides many organizations within bus ride of the host city. In addition to the visiting organizations, there is always a National High School Orchestra, Band, and Chorus composed of expert performers or singers who desire to participate in these events. Distinguished conductors are in charge of the preparation and training of these groups and present a concert for the Conference.

Unifying of these players is the responsibility of the various conductors. The audience is always surprised and delighted in observing the high quality of this performance when few of the players are from the same high school or city.

Musical interests, both vocal and instrumental, ranged from pre-school kindergarten, and elementary through junior high, senior high, junior college, and university, covering ground from individual participation through every phase of musical activity except grand opera, and I am sure that this would have been included too if enough persons could have been secured to sponsor this "diamond horseshoe" of musical luxury. There is probably not another conference of educators in any field, and there are many, that carries the glamor, the inspiration, the charm, and the snap that one encounters in the Music Educators Conference. Moreover, the programs begin and continue on schedule, for there are so many activities functioning that it is necessary for those participating to acquire "terminal facilities" both in discussions and in concert performances.

The National Music Conference had long delayed its first trip to the Pacific Coast, and the Pacific Coast, in typical California style, gave them a seven-day session of events that will be difficult again to duplicate. The weather in California was not "unusual," but the musical offerings presented were. One could not attend the sessions without returning to his work inspired, instructed, entertained, thrilled, as well as exhausted from the strenuous pace that this conference maintains.

Music education is a vital factor in the enrichment of life, and this conference demonstrated beyond question that the youth of today not only have acquired that enrichment for themselves, but have added to the cultural experience of the public and taxpayers who too frequently classify this cultural accomplishment among the "fads and frills."

INSTRUMENTAL MUSIC IN RURAL ELEMENTARY SCHOOLS

By Clarence H. Heagy

Supervisor of Instrumental Music
Fresno County Schools

In order to provide adequately for the enjoyment and appreciation of good music by the children of our schools it is necessary to maintain a complete and well organized program of singing, playing, and listening. It is the playing, or instrumental part of this program, which is most often omitted from the education of both city and rural children.

In Fresno County we have provided rural supervision of instrumental music for the past three years, and have tried to make instrumental instruction available to every child as a regular school subject. This has helped to bring about a 200 per cent increase in the number of classes, and in the students playing.

Although more than one-half of our schools have not yet begun this work, we have 14 per cent of our entire rural elementary enrollment playing at the present time. Over 2300 students play legitimate orchestra and band instruments.

A survey of three years ago proved the need for school instruction by showing that in the schools not providing instrumental work only one student to each three schools played an instrument.

Of course the major problem is to provide instruction, and this is arranged in several different ways, according to the situation. About two-thirds of the classes are taught by special instrumental teachers who usually make two two-hour visits per week to each school. Some of these are sent out by high schools to the elementary schools in their districts, and others are paid part-time salaries by each elementary school. Sixteen schools have classroom teachers who teach instrumental music, and eight have full-time music teachers who do instrumental, and usually vocal music. Total cost of instruction averages about $7.00 per year for each student playing.

Classes are usually in three groups: string class, wind class, and orchestra; and conflict with other work is minimized by urging all beginners to start at the same level, usually in the fourth grade.

All regular orchestra and band instruments are taught, with an effort to have as many strings as winds. Balance has been greatly improved by putting special emphasis upon violin, cello, string bass, flute, and mellophone to offset the over-popularity of some of the others.

Many schools provide these instruments and some furnish all instruments for beginners. Over 900 instruments are owned by the schools, and these help to give all children an equal opportunity, as well as helping introduce the less familiar instruments.

In order to avoid teaching everything at once in the beginning classes, a better foundation is needed than can be provided by the vocal classes alone. Many of our schools are trying melody bands, using "toy flutes" to aid in developing music reading. When well taught these have produced definite results, beneficial to all other music work.

It may be of interest to mention the situations in a few of the individual schools. For example, in Coalinga, the sixth grade elementary school of 460 students offers a continuous program beginning with rhythm band in kindergarten and first two grades and melody band in the third grade, with all students enrolled in these classes. About three-fourths of the students enter the beginning instrument classes in the fourth grade, and most of these continue in the fifth and sixth grade orchestra. School instruments are available for all beginners.

Although most one-room schools have not yet begun this work, the Liberty School of 22 students has a well balanced beginning orchestra of 12 players. Most outstanding among small schools is Big Sandy, a mountain school where 71 per cent of the enrollment of 69 students play orchestra and band instruments.

Similar results are possible in larger schools as shown by the Reedley Elementary School of over 600 students, of whom 40 per cent receive instrumental instruction.

Many other schools of all sizes are doing equally well and good teachers are producing fine results in a variety of situations. These schools are giving the children something of lasting value which they would not get in any other way.

WHITTIER SCHOOLS FIT THE MODERN PROGRAM

The Whittier city schools, under the progressive leadership of Will E. Wiley, have been streamlined to fit a new age in education. To give the citizens of Whittier a better acquaintance with the growth and development of their schools since 1934, the Board of Trustees in April, 1939, issued a well written and beautifully illustrated report called "Children of Democracy" which could easily serve as an evaluation of the aims and achievements of all progressive education as well as a review of one city's educational growth. We quote from the report:

"We are proud of our modern schools. Children are happy there. Work and study and learning go forward in an informal atmosphere. Each child feels himself a part of an important ongoing enterprise. Failure has been greatly reduced. Pupils attain a higher ability in reading, arithmetic, spelling, geography, and history than at any former time. This is no idle boast. Our children are tested regularly with accurately standardized tests. Their achievement is an established fact . . ."

And explaining how the new school plants fit the modern program: "The freer, experience type of educational program demands more room than did the academic program. You will find,

Will E. Wiley

therefore, that the new rooms are larger; that movable desks and chairs are provided; that provision is made so that work may extend out into a loggia and even into the yard. With our mild climate, this is a decided advantage and adds to the informal nature of the class work . . .

"If you will visit our schools, you will see how we have tried to make our new schools fit the modern program. The serviceability of the new school is the chief consideration. Each classroom is equipped with light fixtures capable of giving twelve foot candles of light to all parts of the room. These lights are connected to an electric eye and turn on automatically whenever the intensity drops below the danger point for the children's eyes. Each room has its own heating unit that is automatically controlled and kept at a constant temperature . . ."

The new Lincoln school is one of the most outstanding school buildings in Southern California. In addition to all of the general features described above, this school has large commodious rooms whose floor space exceeds ordinary school rooms by 30 per cent. These rooms open upon a patio by means of great sliding doors. When the doors are open the rooms are converted into large open air workshops revealing vistas of green lawn.

Four walls no longer confine the school's activities.

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It was the Long Beach earthquake and the subsequent passing of the Field Bill that gave impetus to the building program that was begun in 1934. At that time the Lincoln School, the John G. Whittier School, and the auditorium of the Jonathan Bailey School were declared unsafe and closed. Despite the extent and fine quality of building projects undertaken within the next five years the program was largely a pay-as-you-go plan. Sources of money for the program were: $25,000 from a bond issue in 1935, $160,000 from the sale of the John Muir School building and grounds to the High School, $19,265 W.P.A. aid, $27,935 P.W.A. aid, and $47,171 from taxes on district property —a total of $279,371. Building projects completed with this money at costs indicated were: Lincoln School, $88,132, John G. Whittier School, $67,545, Lou Henry Hoover School, $61,622, Bailey School remodeling, $7,502, Lydia Jackson addition, $9,822, Longfellow addition, $10,606, Bailey School gym and shop, $34,142. At the present rate of reduction of bonded indebtedness the Whittier City district expects to be free of elementary school bonds in 1950.

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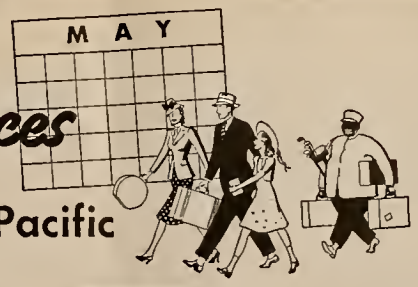

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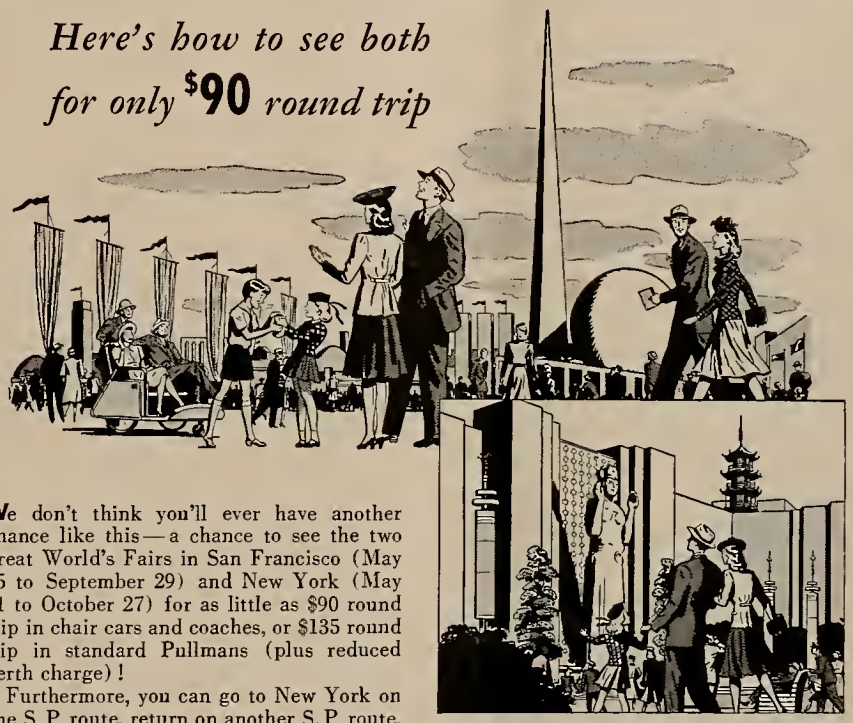

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Library News

Edited by MABEL R. GILLIS, State Librarian

ECHOES FROM THE CALIFORNIA LIBRARY ASSOCIATION CONFERENCE

The forty-fifth annual convention of the California Library Association at Long Beach the middle of April was in the form of a three-day institute on the theme of "Public Relations." Some thoughts on that meeting are gathered here for the benefit of those who could not attend and as a pleasant reminder for those who were present.

What Makes a Good Convention?

The News Bulletin of the Kern County Free Library answers that important question:

"The forty-fifth annual conference of the California Library Association certainly gave the thirty staff members who attended at various times plenty to think about, and if that is the first requirement for success, then this one was successful.

"The theme of the three-day institute, 'Public Relations,' was broad enough to bring something valuable to every library worker. Librarians do not have a whole summer, as teachers do, to brush up on new ideas and learn the latest methods. We must take our continuous study 'on the run,' so to speak, and this institute gave us a chance to do just that. The time, energy, and money spent at conference are an investment in our jobs. We pay out money to insure our life, our health, our belongings. The same should be true of the means whereby we earn our living.

"A good conference should also want to make us active participants in thought and discussion. We may come away with new thoughts, we may disagree heartily with the speaker, or we may find our convictions verified by someone else, which is usually a very encouraging experience. With discussion groups generally 'going strong' after the first day, there was as a rule plenty of chance for stimulated thinking.

"Finally, a good convention should leave us with the feeling that there is still much to be done 'for the good of the order' and that we are working with a fine, intelligent, stimulating, and progressive group of people. It's fun to belong to something that is alive and going somewhere."

Ward Ritchie Speaks

A member of the State Library staff reports interest in a subject not strictly on the conference theme, but on a subject engaging the attention of librarians this year—the history of printing.

At the luncheon held by the College and University Libraries Section on Wednesday, April 17, Ward Ritchie, the Californian whose fine printing is famous the country over, spoke on John Gutenberg. That, at any rate, was the topic announced. Mr. Ritchie, a young man with a charming, unpretentious manner, gave a talk as full of interesting digressions as *Tristram Shandy*. He said that he had been asked to talk on Gutenberg because he is writing a book on that character, with an eye to getting the story into the films. That required an explanation of his beginning interest in motion pictures when producers invaded his printing workshop in search of atmosphere and hired him as technical adviser. This story involved a description of his workshop, presses, and all that goes to make up the characteristic atmosphere of a printer's shop. Then Mr. Ritchie went on to tell that when he found out how much more money could be made in the movies than by fine printing he decided to write a film story involving a printer. He might, he said, have chosen the colorful figure of John Baskerville, whose highly successful and spectacular career ranged from that of a footman, to manufacturer of japanned ware, to printer of classics. Or, said Mr. Ritchie, he might have chosen the glorious Renaissance figure of Aldus Manutius, that hard-driving printer and publisher, who made the great scholar Erasmus his proof-reader. After giving side-lights on the careers of these and other famous printers, Mr. Ritchie finally arrived at the master and father of them all, John Gutenberg. He mentioned the controversies which rage over his story, the sparsity of actual historical fact, the concrete evidence of his master work, the "most beautiful book ever printed," and the business difficulties which hounded Gutenberg as they have many another master printer since then. Finally, Mr. Ritchie displayed a piece of printing which he had picked up for a song in a second-hand store—a copy of *The Village Magazine*, written, illustrated, and published by Nicholas Vachel Lindsay—the first publication of that now famous poet. Lindsay placed a "hex" on anyone who might come into possession of this magazine without immediately founding a village magazine of his own, or passing the copy on to someone else who might be so inspired. Since Mr. Ritchie naturally wants to keep this rare Lindsay item, he said he was endeavoring to pass the "hex" on to us, his audience, by reading it aloud. We went away prepared to find tacks in our beds, and other assorted nuisances, and horrors if we disobeyed the injunction of the poet-publisher.

Radio and Newspaper Publicity

The use of the radio by libraries was demonstrated at one of the conference sessions by two broadcasts given on the platform exactly as they are put on in the studios. One was an example of the "Meet the Author" series, broadcast each week by the Beverly Hills Public Library. A library staff member, to whom this work is especially assigned, interviewed in a lively and interesting way two mystery story writers, Susan Wells and Anthony Boucher. Writers of all types of books have appeared on the "Meet the Author" program which certainly stimulates reading, as the Public Library can abundantly testify from its records.

The second broadcast was the "Film Book Club of the Air," which gives a weekly review of some book recently filmed. This is an activity of the School of Library Science, University of Southern California, and is directed by Mrs. Mary Duncan Carter, who heads the school. The interview at the meeting covered the current film "Rebecca." Two students participated with Mrs. Carter in the discussion of the film and the book. The subject naturally led on to older books similar in type, and also to other books by the Du Mauriers.

The radio program was followed by a panel discussion on "What is News?," in which a librarian, an instructor in journalism, and newspaper representatives participated. Some very practical suggestions were made for the successful advertising of library services.

This session demonstrated the earnestness with which librarians are attacking the problem of drawing more people to the library. They are attempting to learn what information about the library will be considered news by the papers, so that they may present their services in an

acceptable way. They are also experimenting with publicity through the medium of the radio, hoping to make known the pleasure and value of reading to potential library users.

What Is A Librarian?

And finally we had the above question answered for us by Virginia Marvin, that exhilarating contributor of the column "Woman's Viewpoint" in the Long Beach Press Telegram. In a special edition of "Long Beach Municipal Employee" she says:

"What is a librarian?

"This month Long Beach is going to be simply crawling with librarians, and it seems only fitting and proper to analyze the animals, and ascertain if we are due for congratulations or condolences.

"As it happens, I know quite a lot of librarians. People who know librarians less well might not want to admit that, but I don't mind. They aren't what they look like, if you know what I mean.

"Librarians suffer from a complex of dignity. They are partly responsible for this unfortunate behavior, and the attitude of the general public is partly responsible. Librarians, by and large, are ladies. (That is, the female ones are.) They act like ladies while on duty, which puts any woman at a disadvantage. This is not an age in which ladies abound, or in which they are appreciated.

"Off duty the ladylikeness peels off. The real person emerges, entirely human, full of a normal amount of cussedness and really lots of fun.

"Believe it or not, I know of no group of women who are more fun than librarians when they let down their hair and take their shoes off. Pinch one some time and see how charming she becomes when the shell is removed. Of course, I can't guarantee the results; I never pinched a librarian, but it ought to crack the reserve.

"Librarians are really struggling under a great handicap: they are smart. It is no secret that people mistrust brains, especially in females. Any woman who has brains should take the pains to hide the fact, but librarians haven't done this. They haven't done it partially because they can't be bothered toadying to a superstition and partly because they have been too busy establishing their new profession.

"When I say 'new profession,' I say it advisedly. There have been ladies in charge of circulating collections of books for a long time. It has ever been the place to park dear widowed Aunt Sobina that she may have a sheltered independence. The library profession even today suffers somewhat from that beautiful and charitable impulse on the part of public officials and uninformed persons among the general public.

"But today librarianship is a profession. It has professional standards and high educational requirements. Librarians are trained to be librarians. Not only have they read a book, but they know how to get from the store of books at their command, the elusive fact wanted by a student or the technical information needed by an engineer.

"Librarians really know a great deal and can be very handy to anyone with an itch for knowledge. But it hasn't hurt them much, not really and truly, if you can get under that weary expression. In ordinary social contacts they won't let you know how much they know, so people like me feel fairly easy with librarians.

"Boiled down (the facts, not the librarians), it comes to this: a librarian, like a seeing-eye dog, is a highly trained animal somewhat burdened with the weight of its terrific responsibility, and determined to do its worthy duty, and to do it well; but it hasn't lost its engaging qualities if you get it in its off moments."

NEWS NOTES

The new officers of the California Library Association are John D. Henderson, Field Representative, California State Library, president; Mabel Innes, Librarian, A. K. Smiley Public Library, Redlands, first vice-president; Dr. Evelyn Steel Little, Librarian, Mills College Library, second vice-president.

Mrs. Peggy H. Gaskins, Modoc County Library, has been appointed Librarian of Orange Public Library.

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California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

CALIFORNIA SCHOOLS

By Charles Bursch
Chief, Division of Schoolhouse Planning, State Department of Education

A major building and grounds program is one of the most complex and difficult tasks to confront the governing board and staff of a school district. There is real compensation for this condition, however, because of the far reaching and long lasting influence for good or ill of school sites and buildings. They affect educational organization, teaching practice, the comfort, health, safety, and educational and recreational opportunities of students and also the costs of education.

A school building program is definitely the responsibility of school trustees. An unfortunate tendency to ignore or shift this responsibility has been observed in some districts recently. The reasons for this tendency are not difficult to find. The presence of state and local plan approving agencies; of federal aid and supervision from the P.W.A. and W.P.A. agencies; of supervision and inspection during construction, combine to convince local boards that they have nothing to say regarding a building program. In some instances this impression is deepened by the fact that the law requires plans to be prepared by a certified architect or structural engineer. This legal requirement sometimes results in an attempt on the part of the architect or engineer in effect to take the building program out of the hands of the board and dictate what is to be done on the basis of "state requirements."

Situations have come to light where the board had been convinced that only one kind of construction material, one type of window or window shade would be approved. The facts in such situations generally are that the recommended materials, installations, and procedures will be approved but that there are others that also will be approved. The Division of Schoolhouse Planning holds the view that boards should be fully informed of the various choices possible under the law so they may select the most appropriate for the local school and community and with due regard for the financial ability of the district.

There is a widespread conviction that inexpensive classrooms cannot be constructed under the provisions of the Field Act. While it is true that flimsy and shoddy construction of school buildings is no longer tolerated, it is also true that, in various parts of the state, classrooms meeting fully area and cubage standards and having full approval of the State Division of Architecture under the Field Act, have been constructed for as low as $3,000 each. It is not the policy of either the Division of Schoolhouse Planning or the State Division of Architecture to force inexpensive buildings upon school districts, but when boards of trustees request it, staff members from both these divisions are ready to cooperate with them and their architects to secure buildings of the lowest possible cost that also meet basic safety and educational standards.

A beautiful and dignified school building is the natural expression of the esteem in which public education is held in a community. For this reason and also because funds for school buildings are largely secured from taxation within the school district the Division of Schoolhouse Planning maintains that the local board should determine whether the cheapest possible buildings under the law are desired or whether buildings costing more would better suit the ideals and desires of those who are footing the bill and using the building.

The expression "unreasonable requirements" has had considerable use in the recent past in connection with the construction of new school buildings. That expression has now lost much of its force since the purposes, fields of responsibility, and actual requirements of the state approving agencies are better known. Furthermore, basic safety and educational standards for school buildings become eminently reasonable when trustees know what earthquakes and snow loads have done to schools not constructed according to structural standards; what small rooms, poor locations, and improper installations of equipment have done to increase educational costs; and what improper heating, ventilation and lighting, and acoustics have done to undermine the health and efficiency of pupils and teachers. Full cooperation among district officials, their architects, and the state agencies concerned should result in a school plant that is safe structurally, adequate and appropriate for health and education, and a satisfactory compromise between the desire of the community to have the "best" school building and its ability and willingness to finance such a building.

Students of the problem are well aware of the fact that present methods of financing school buildings and sites are inadequate and inequitable. When special federal funds are not available, school plants in California are financed altogether by a tax on the property assessed in the district.

School districts over the state show extreme variations in the amount of assessed valuation available for each classroom needed. This means that extreme variations are found in tax rates for building purposes even when similar types of construction are used. It also means that some districts can "afford" class A buildings with a very low tax while other districts (about 300) cannot finance a legal school building at all because the maximum amount of bonds permitted by law (5 per cent of the assessed valuation) would not yield sufficient funds to finance new classrooms in the number required.

Realizing these difficulties and inequalities, Dr. Walter F. Dexter is vigorously sponsoring a program that contemplates the use of some of the state relief funds to improve rural school houses in the state and make them really appropriate as community centers.

Legislation is also being sponsored that looks toward limited state aid for school buildings in districts that have made a substantial contribution locally toward financing the buildings. There also is a group working toward some permanent federal aid for school buildings to be granted through the state to the less financially able school districts.

This year there is a smaller volume of school construction than at any time during the past six. Advantage may well be taken of this lull by developing long range policies regarding plant improvement and financing. The Division of Schoolhouse Planning staff will be pleased to consult with school district officials on their long term planning programs as well as on more pressing immediate housing problems.

SCHOOL HOUSE CONSTRUCTION

By Arthur L. Enger
Structural Engineer, State Division of Architecture, Sacramento

Following are suggested steps to be taken by the board of trustees in carrying out a building program:

1. The Board should consult with the county superintendent of schools and with the State Division of Schoolhouse Planning. Both of these agencies have practical ideas that will be helpful to the district.

2. If the project is a new building, regardless of cost, or if it is an addition, alteration, or reconstruction more than $4000 in total cost, the plans and specifications will have to be submitted to the State Division of Architecture for approval.

3. If the work costs more than $5000, the architect and/or structural engineer should submit preliminary plans to the Division of Schoolhouse Planning for preliminary approval. This does not apply to city school districts having a board of education.

4. Before the plans may be adopted by the board of trustees, it is essential that an application for approval of plans accompanied by the plans, specifications, computations, and fee be submitted to the State Division of Architecture, and that approvals of the plans and specifications be obtained from the county superintendent of schools and from the Division of Schoolhouse Planning, when they have jurisdiction.

5. A written approval of the plans and specifications must be obtained from the Division of Architecture before the board of trustees may award a contract.

6. Chapter 59, Statutes of 1933 requires that the school board shall provide continuous, competent, and adequate inspection approved by the architect and/or structural engineer, and approved by the Division of Architecture. The inspector is also required by the law to work under the direction of, and be responsible to the architect and/or structural engineer.

The word "continuous" in the act has been interpreted by the Division to mean that the inspector is required to obtain personal knowledge of each operation. If the work is such that it can only be observed while being placed in the project (for example, concrete work) the inspector must be constantly on the job while work is being carried on. If the work is of such a character that it may be completely inspected after it is in place, it is only necessary that the inspector be on the project sufficiently for him to ascertain, before permitting work to be covered up, that all the work complies in every respect with the approved plans and specifications. The Division does not require that the inspector be constantly on the project, if the inspection work does not require it. On small projects, or at certain stages of larger projects, the Division may approve an inspector on the basis that he may have other employment or other duties, but with the proviso that such other employment or other duties must never be permitted to interfere with his necessary inspection work.

7. It generally develops during the construction of a project that changes from the approved plans are necessary or desirable. The Division of Architecture has provided two means of providing for these changes: by approved addenda or approved change orders. Addenda are used to make changes after the plans are approved but before a contract is let. Change orders are used to make changes after the contract is executed. All addenda or change orders must be signed by the architect and/or structural engineer and in addition, change orders must be authorized by the board, and should be signed by the contractor. All addenda and change orders must have the approval of the Division of Architecture before they become effective.

In cases where safety is not affected, the Division will approve change orders permitting a lower quality of material than that required by the approved plans and specifications, but such change orders must provide for a reasonable credit to the District. Similarly, if change orders provide for materials or work not called for by the approved plans and specifications the change orders should provide for reasonable payment to the contractor.

8. At the completion of the work, the school board should send a letter to the Division of Architecture requesting its approval. This letter should contain a statement of the total cost of the project. In case the actual cost exceeds the estimated cost by more than 10 per cent an additional fee will be due the Division amounting to ½ of 1 per cent of the excess of the actual cost over the estimated cost.

9. Final payments should not be made to the contractor or architect until a statement is received from the Division of Architecture stating that the requirements of Chapter 59, Statutes of 1933 have been complied with.

10. If at any time the Board of Trustees wishes to discuss any matter with the Division of Architecture, it is generally possible to arrange to have a representative of the Division meet with the board on one of his regular trips, at no expense to the district.

OCCUPATIONAL ADJUSTMENT

By Edgar E. Muller
Superintendent of Schools, Alameda County

It was my good fortune to attend the three afternoon sessions of the A. A. S. A. program devoted to the problem of "Occupational Adjustment." I attended these sessions of the recent St. Louis convention because I am vitally interested in the "Youth Problem" in America. It is rather appalling to think that there are some four millions of idle youth in our land. It is equally disconcerting to realize that such a condition may be largely the fault of educators in not providing a better type of education. Until recently, we had not given a great deal of thought to remedying the situation.

At the St. Louis meeting the adjustment problem was discussed at considerable length. As I said above, three afternoons were devoted to discussing this important question under the following headings: Trends in Guidance for Occupational Adjustment; Adapting the Training Program to the Needs of Your Community; and Placement—The Final Step in Occupational Adjustment.

Let us ponder for a moment the significance of the above three headings. Evidently a change is taking place in our conception of our responsibility in education. We are beginning to realize that there should be some connection between education and jobs. Heretofore, we have looked upon guidance as a mere advisory function, directing and advising youth as to what might be good occupations to follow, without regard to whether such occupations could be found in the community in which they lived. Now, in many communities we are analyzing community needs to ascertain the kind of occupations available, and are then guiding the pupils into such occupations. We must, however, go farther than mere advice. We must do something about placing youth in posi-

tions, and we must follow up afterwards to see how the scheme is working.

The above were the topics of discussion at the three afternoon sessions in St. Louis, and these are the communities that are especially interested in occupational adjustment: Atlanta, Birmingham, Baltimore, Minneapolis, Omaha, Pittsburg, Salt Lake, Seattle, Washington, D. C., and Oakland. There are undoubtedly others, but these are the ones that had exhibits at the convention and which were cited as examples. Reports from these widespread communities showed very clearly that we are, as educators, beginning to think in terms of making education and job meet with some reasonable degree of articulation.

But, this cannot be done by the educators alone. It will require the wholehearted cooperation of student, parent, teacher, employer, and the community in general. This cooperation was especially emphasized by all the speakers at the three different sessions. In fact, the keynote to success seemed to be cooperation on the part of the whole community.

To sum up—let us see what, in brief, should be done:

1. Survey the community to ascertain what positions are available, or are likely to be available.
2. Adjust courses of study and educational facilities to fit the students for filling such positions.
3. Place each student in the position best suited to his type.
4. Follow up to see that plan is working.
5. Keep students in school until positions are available, even though they may be compelled to learn more than one skill.

COMMUNITY CENTER BUILDING CONSTRUCTED BY STUDENTS

In Huntington Park, which is the southerly border of the city of Los Angeles, there has recently been completed a unique community center building which will house many activities of that rapidly growing high school section. The building has been entirely constructed by students from the Frank Wiggins Trade School, which is part of the Los Angeles school system, and was financed by funds of the Huntington Park student body. Classes have worked day by day for almost a year on this project, and the result is not only an attractive and pleasantly arranged addition to the school plant, but also a large number of better-trained students who have had practical experience in the construction of an actual building from its foundation to the final coat of paint.

This practical project is an answer to the demand for skilled workmen in every line of building endeavor, and proof that vocational schools are doing their part in preparing young people for useful and remunerative careers.

RECOMMENDED PROCEDURE FOR SCHOOL DISTRICT FOLLOWING INJURY TO STUDENT

By O. W. Palmer
County Counsel, Kern County

OPINION:

1. If a school nurse or doctor is present at the occurrence of an injury, first aid should be given the injured person. A failure to have first aid rendered under such circumstances might well constitute negligence in a case where the district or its employees are not responsible for the injury itself. On the other hand, there does not appear to be any authority for the furnishing of further medical treatment or hospitalization (Attorney General's Opinion, NS 1509).

2. If there is an injury for which there is any possible chance that the district or its employees may be held liable and liability insurance is carried, the insurance company should be notified at once, otherwise the insurance company may have grounds for contending that the insured has broken a condition of the policy and thereby made the same void.

3. Whether there is insurance coverage or not, there should be immediate notice of the accident given to the office of the district attorney. Section 2.805 of the School Code provides that the district attorney shall without fee or other charge defend the district in any suit brought for injury to any pupil for any cause. It goes without saying that if the district attorney is to defend a district in an action based upon an accident he can do so adequately only if he has had an opportunity to investigate the accident thoroughly immediately after its occurrence. It should be emphasized that the notice to the district attorney should be given regardless of the fact that the district carries insurance. It is always possible that the policy of insurance does not cover the particular injury and the district may be liable.

4. A condition precedent to a suit against a school district for an injury to a person is the presentment of a verified claim for damages to the secretary or clerk of the school district within ninety days after the accident. It is, therefore, the opinion of this office that no compromise or settlement should be made by the district until it is ascertained whether or not such verified claim will or will not be filed. Upon presentment of such a claim, it should be given to the insurance company if the district has liability coverage and a copy of the claim should be filed with the district attorney.

5. Assuming that a verified claim for damages has been properly presented, what procedure should thereafter be followed by the district? If the district has liability insurance coverage, the district should make no compromise or settlement or pay anything for medical treatment or hospitalization, but should allow the insurance company to take complete charge of the matter. If the district does not carry liability insurance or if the insurance company takes the position that its policy does not cover the matter in question, then it may become necessary for the district to pay the claim or make some compromise or settlement. This could never be done, however, unless there is good reason to believe that the claim is valid. The district cannot legally pay out in such claims merely because some pupil or other person has been injured, no matter what may be the sympathies of the district and its board of trustees. On the other hand, it may be advisable and to the best interests of the district to compromise or settle a claim, although it is disputed. It cannot be too strongly emphasized, however, that no compromise or settlement can be made without the approval of the district attorney (General Laws, Act No. 5149), and the entire procedure relative to the payment, compromise or settlement of any such claim should be handled through his office. And this further point is just as important: A district should not furnish any medical treatment or hospitalization, other than first aid, pending a payment, compromise or settlement of a claim.

It should be remembered that a discussion of this type cannot possibly cover all the questions that may arise in the minds of the board of trustees upon the occurrence of an accident, but we believe that if the procedure outlined above is adhered to these questions will be reduced to a minimum.

MODEL SCHOOL PLANT AT OAKDALE

Teachers and students in the Oakdale Union Elementary School District are enjoying one of the finest and most complete new school buildings in California. Built at a cost of $281,000, (approx. $4.39 per sq. ft.) 45 per cent of which was Federal money under a P.W.A. grant, this school easily accommodates 800 children. In the accompanying illustration one notes at once that an unusual number of windows have been provided for proper light and ventilation. A tour of the interior of the building shows that each room is also provided with inside ceiling lights, thus affording adequate light even on the darkest days. Rooms are planned for the comfort and convenience of students, and are equipped with reversible blackboards, low racks for materials, individual lockers for students, and many other built-in features.

An auditorium with a seating capacity of 1000 has full stage equipment and public address system. Home-making and industrial arts rooms are completely equipped, and a modern cafeteria is also included. The entire building is painted a soft green which harmonizes well with the surrounding lawns and makes a particularly attractive addition to California's long list of outstanding school plants. J. J. Berry is superintendent of the school, and the following are members of the school board: J. Alban Rydberg, Hartwell Summers, L. C. Kaufman, Harry B. Himes, and C. C. Turner.

LOS ANGELES COUNTY TRUSTEES MEET

Called together for an annual conference with County Superintendent A. R. Clifton, several hundred school trustees of Los Angeles County spent the entire day of May 4 studying school problems. Bruce Findley, Chief of the Los Angeles City Visual Education Department, proved a most interesting speaker, and Eugene Tincher of the Long Beach Board of Education, outlined services offered by the California School Trustees Association. Walter Fluke, of the Alameda School District near Downey, was elected president of the Los Angeles County Unit of Trustees, and plans several sectional meetings during the coming year. It is interesting to know that while there are 143 school districts in Los Angeles County, there are 800 individual schools, employing approximately 18,000 teachers.

SUGGESTED SCHOOL ECONOMIES

The California Taxpayers Association recently invited county superintendents of schools to suggest ways in which they thought that prevailing costs of public schools might be reduced without impairment of efficiency. Several replies have been published in the *Tax Digest*, and they present an interesting viewpoint which is not always apparent to the average citizen.

One vital point, in which many will agree, is made by E. E. Muller of Alameda County, who advocates a certain degree of uniformity in schoolhouse planning to reduce capital outlay. That this is feasible is demonstrated by the experience of one of our southern cities where two identical schools were erected at a saving of more than $25,000 in fees and plans.

A. R. Clifton, superintendent of Los Angeles County, has set up certain standards in his office by which school district costs over a period of years are charted and analyzed so that comparisons can easily be made. Each year this factual information is available to trustees, as well as the services of a "Field Business Advisor" who is an experienced accountant.

C. Burton Thrall, superintendent of San Bernardino County, offers the suggestion that school building provisions might be amended by law so that the county superintendent, with the approval of the State Department of Education, might exempt certain school districts in his county from present building law requirements. He also brings up the question of whether or not the serving of food to needy children is an educational function, or one which should be left to the welfare departments.

There seems to be a rather general feeling on the part of the contributors to this survey that considerable money might be saved, with no loss of educational benefits, if smaller schools were consolidated. Transportation costs come in for consideration also, and the question of what are reasonable demands for transportation for school children is one which faces almost every school trustee in the state.

SAN DIEGO COUNTY TRUSTEE INSTITUTE

San Diego County trustees to the number of 175 responded to the invitation of Mrs. Ada York Allen, county superintendent, to attend an all-day institute in the "House of Hospitality" at Balboa Park in San Diego April 22. President Darwin M. Ting presided during both the morning and afternoon sessions introducing as speakers of the morning session Mrs. Allen, Dr. Peter Spencer of Claremont Colleges, Miss Helen Heffernan of the State Department of Education and Wayne Gardner. Dr. Spencer and Miss Heffernan gave an interesting discussion of "Progressive Education" and Mr. Gardner spoke about "School Budgets." Luncheon was served to the entire group, after which the afternoon session was called. Walter Morgan was a guest from the State Department of Education, and spoke briefly. Mrs. Florence Porter addressed the trustees on "The Trustees Work and Recent Legislation."

Officers who had served during the past year were re-elected: Darwin M. Ting, president; John Ballantyne, secretary. General discussion revealed an almost unanimous feeling that advantage should not be taken of the permissive law S. C. 1.102-6 which authorizes an additional tax levy to supply free food for needy children, but that the county board of supervisors, and the San Diego County welfare and health departments should continue any services of this kind which might be necessary.

Book Reviews

From the Laidlaw Brothers Inc.

THE LAIDLAW BASIC READERS, by Joakam, Veverka, and Abney. Preprimer, $.24 (paper binding), $.44 (cloth binding); primer, $.64; Book One, $.64; Book Two, $.88; and Book Three, $.96. This series is definitely intended to *teach reading*. Other considerations, of concepts and content, have been subordinated to the basic purpose, to give the child the tools of reading through a controlled vocabulary, used in accordance with known technical approaches toward mastery of these tools. The current trend toward an attempt to combine social studies materials and the techniques of teaching reading has been avoided as an aim in this series. Such "social" background as the stories may offer is incidental, not purposeful. The authors have felt that "social experience" as content material is likely not only to limit and hamper the basic purpose of the books, but also is difficult to select, because very little such material can be assumed safely to be universal. So the stories in these books are created out of the simplest materials that can be assumed as part of the experience of any child. It is a delight to note among these stories the lovely, sound, and true "materials" of fairy tales, the embodiment, as only fairy tales are, of the universal experiences of mankind, children or adults.

Only a few months ago THE WESTERN JOURNAL OF EDUCATION, reporting the retirement of Dr. Madilene Veverka as Director of Elementary Curriculum in the Los Angeles City Schools, prophesied that this "retirement" would be only the entry into a larger field of educational activity. It is pleasant to see our prophesy so quickly fulfilled by the appearance of these readers. It is not by chance that Dr. Veverka gave the first fruits of her new leisure to an undertaking in the field of reading. Teaching reading has been her special preoccupation even through the years when her attention had to be given to the inclusive field of the elementary curriculum. Her doctor's thesis, presented in 1932 at the University of Prague in her native land, was concerned with reading and its relation to the entire curriculum.

From the Los Angeles City Schools

ENGLISH SKILLS IN THE JUNIOR HIGH SCHOOL, by Helen Jewett Rogers and Violet Gooch Stone. This report on some of the contemporary problems of teaching English is, paradoxically, not primarily intended for English teachers. The authors have written the report to meet a need that arises from an increasingly prevalent phase of junior high school organization, that is, the two-hour basic course, called variously Social Living, Core Curriculum, Integration Course, or some such term, whose materials are drawn largely from a fusion of English and Social Studies. This basic course, whose major aim is pupil guidance, may often come under the leadership of teachers whose specialized training was not in the field of teaching English. Yet the teaching of English skills

Madilene Veverka

is fundamental to this basic guidance course. Moreover, the authors point out, the opportunity to teach and use the communication skills is present in practically any course of the junior high school curriculum. Therefore any teacher, whatever his or her specific field, needs to have available some statement of the aims, methods, and materials that are accepted today as the basis for teaching English.

The purpose of the authors to make such a statement has been admirably carried out. In less than one hundred pages of well organized and easily followed presentation the major problems of the subject are outlined and methods and materials are made quickly available to teachers who may not be familiar with this field. Some of the topics discussed are: reading objectives; materials; needs and interests of pupils; motivation; silent reading; oral reading; remedial reading; use of books and reference materials; oral and written composition; functional grammar. All of these topics are immediately related to their social use and significance.

There is an especially full discussion of the techniques for using tests to determine the needs and the progress of pupils. Testing materials are listed. The bibliography is selected for specific needs.

While the report was written for the Los Angeles city schools and envisages the curriculum situation in that system, the problems discussed would seem likely to exist in all contemporary schools in the seventh, eighth, and ninth years of the curriculum. It is to be hoped that this useful piece of writing may be available to teachers outside the system for which it was prepared.—I. R.

From the Macmillan Company

THE DEMOCRACY READERS, eight books, edited by Prudence Cutright and W. W. Charters. Prices, primer to sixth reader, $.72, $.84, $.92, $.96, $1.00, $1.20, $1.32. This series has its origin no doubt in the growing conviction of American educators that American children must be emotionally indoctrinated in favor of our type of government, just as children have been similarly indoctrinated in favor of national socialism, Fascism, and communism in the respective lands where these ideologies prevail. In these readers this announced purpose is admirably and consistently served. The theme, that democracy is a way of life, based on respect for the dignity and worth of the individual human personality, is expounded in the simple phrases of the primer and on through to the somewhat mature discussions of the last book. Some of the topics listed as underlying even the primer and first reader are: cooperation, rule of the majority, respect for a minority, for private property, rights of the individual, of self-government, tolerance and freedom of religion. The series as a whole might be described briefly as stories told about, or to, American children, forming a serial dramatization of the Bill of Rights. A great deal of geography is included by means of trailer travel and other trips, and American history and biography contribute to the building up of a solid bias in favor of our form of government.

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The Western Journal of Education.

Founded in 1895 by Harr Wagner

Official Bulletin of the California School Trustees Association

CALIFORNIA SCHOOLS

In California There Are:

2,990 School Districts

2,958 School Boards

1,495 One-Teacher Schools

595 School Districts Levying No District Tax

*** **64,445 Kindergarten Students**

776,501 Elementary Students

786,886 High School Students

68,558 Junior College Students

A Total Of 1,696,390 Students

***Statistics for 1938-1939

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Library News, Mabel R. Gillis 11
California School Trustees, Florence C. Porter 13
Book Reviews 20

September, 1940

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California Teachers Association

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86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to better their teaching conditions.

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2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

In return for the $3 membership dues the member receives:

1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES IN THE EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
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Jottings of a Traveling Bookman

By W. M. CULP

During these summer months of 1940 national affairs political and economical coupled with the turmoil of warring Europe and Asia have made a most definite impression upon educational expenditures, curriculum, and management. In fact, throughout the United States educational procedure and the outcomes of recent years have been roughly put upon the griddle, so that school theorists are hedging and administrators are heeding public clamor and speaking of stressing fundamentals and maintaining standards of achievement.

One basic criticism is that the average output of our public school system is not trained to take its place as a competent wage earner in any of the multitudinous ways in which our men and women make their living. It is felt that too much time is spent upon generalities that have little effect upon one's ability to become self-sustaining. It is felt that too much time has been spent upon training to make use of leisure time rather than upon those things that will enable the individnal to earn enough to make leisure time possible. Consequently, we are seeing educators doing everything possible to strengthen their vocational educational departments. These departments are giving courses that have a very direct part in enabling the student to train himself for the arts and professions as well as for success in business occupations. The happy mean of education to earn a living as well as an education for the enjoyment of that living has been cast into the lap of the educators with a public demand that they get down to brass tacks.

The Summer Sessions of this year held in the various institutions in Southern California held up in attendance to previous years. The University of California at Los Angeles, the University of Southern California, Claremont Colleges, the State Colleges of San Diego and Santa Barbara, the Santa Barbara School of Natural Science, under the directorship of Harrington Wells, the Miss Vivian P. Evans Summer School for Rural Teachers in Riverside County, and the Caroline Swope Summer School for elementary teachers at Long Beach and Santa Cruz all presented a galaxy of courses for teachers, administrators, undergraduate as well as graduate students. If any definite trend could be said to have been evidenced it was in the fact that teachers were more desirous of obtaining additional information and training to aid them in their jobs rather than of taking courses just for additional degrees. The University of Southern California and the University of California at Los Angeles have both been drawing an increasing number of Eastern teachers to Los Angeles for the summer months. The happy combination of Hollywood, the Pacific Ocean, and Universities all in Los Angeles or its immediate environments has a distinct appeal to people from a distance. Arizona still sends the largest quota of teachers to California's summer sessions.

Enrollment figures are rather interesting. The Caroline Swope Summer School enrolled 921 students in its two three-week sessions and had entrants from approximately thirty-five states and most of the counties of California. Registrar Harry M. Showman of the University of California at Los Angeles has issued some statistics that show some outstanding trends. The enrollment was 3115. Of these, 2179 individuals were over twenty-one years of age. In other words the summer session at U. C. L. A. was essentially an adnlt proposition. Of the persons registered 1414 had degrees and 1421 were undergraduate students. Of teachers there were nearly a thousand or 987 actually present. Persons outside the state numbered 493. Only six states in the United States were not represented. There were registrants from the District of Columbia, Alaska, Canal Zone, Hawaii and from four foreign countries. The University of Southern California ran a five point program for the Summer Session, which included the regular six-week session, an eight-week session, a post-session of four weeks, the University College and Civic Center Night Session, and a Law School Session. The grand total of the five different enrollments is that of 7,539. This is somewhat inaccurate from the fact that there is some duplication of names in the enrollment figures of the Post-Session and the Eight Weeks Summer Session. But on the whole over 7,000 were registered and it was one of U. S. C.'s largest sessions. The break-down of figures shows the Six-Week term enrolled 2,985, the Eight-Week term 1,776, the Post-Session 1,596, the Law School 100, and University College and Civic Center Night Session 1,082. In the Six-Weeks Session students from 47 states were registered. Georgia was the only state in the Union not represented. In the same session there were 1,954 teachers present, a much larger proportion than of those enrolled at U. C. L. A. Students enrolled were present also from Alaska, Hawaii, the Philippines, Cuba, the Dominican Republic, Siam, Canada, Switzerland, China, Colombia, Egypt, Japan, Turkey, and Uruguay.

The Summer Session at the University of Southern California in its widespread appeal to educators owes its status to the guidance and direction of Dr. Lester Burton Rogers, Dean of the Summer Session and of the School of Education. Starting some two decades ago with a small session and few courses Dr. Rogers has built up a school that has gained a far-flung reputation. With a resident faculty and a visiting faculty culled from the leading edu-

cators of the county Dr. Rogers has presented courses that have appealed to teachers throughout the land. The Educational Department of U. S. C. has kept pace with the tremendous growth of the University. With President Rufus B. von KleinSmid in charge of the University the institution has grown by leaps and bounds. Dr. von KleinSmid has seen to acquisition of land around the original institution, the erecting of magnificent buildings, the strengthening of the faculty, all of which has placed U. S. C. among the major educational institutions in the United States.

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The University of California at Los Angeles is one of the wonders of the Los Angeles area primarily from the fact that it started from scratch on a new campus, a grain field out on the Westwood hills hardly over ten years ago. Laid out on a grand scheme buildings have been erected from year to year, landscaping has made most of the terrain, and located only ten miles from the Santa Monica beaches the summer period is much cooler than that of the rest of Los Angeles. When the population in Southern California began to grow there was a demand for a State University in the southern part of the State. With wisdom the Regents of the University of California decided that two separate institutions competing for appropriations from the State Legislature would be harmful to both institutions, so they established the University in Los Angeles not as a branch but as a component part of the University located there. With the same president, Dr. Robert Gordon Sproul, in charge of the two divisions, both the institution at Berkeley and the one at Los Angeles have prospered greatly.

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The School Executives Conference held at the University of California at Los Angeles July 22 to July 26, 1940 attracted a good attendance and dealt realistically with administrative responsibilities. Dr. Hollis P. Allen, Professor of Education, Claremont Colleges, a visiting professor for the Summer Session, was in charge of the conference. Eminent educators on the program included such persons as W. W. Kemp, professor of education, University of California; Dwight C. Baker, president, Modesto Junior College, Corinne A. Seeds, assistant professor of elementary education and principal of the University Elementary School, U. C. L. A.; Jesse A. Bond, associate professor of education and associate director of training, U. C. L. A.; George H. Merideth, deputy superintendent, Pasadena City Schools; R. D. Wadsworth, principal, University High School, Los Angeles; Herman A. Spindt, manager of the Bureau of Guidance and Placement, U. C.; Gordon S. Watkins, Dean, College of Letters and Science, U. C. L. A.; Charles Wilkin Waddell, professor of education and director of the Training Department, U. C. L. A.; L. B. Travers, director, Division of Personnel, and assistant superintendent, Los Angeles City schools; C. C. Trillingham, assistant superintendent, Los Angeles County schools; and Cecil D. Hardestry, superintendent of schools, Montebello, California. Summarizing briefly the conference Dr. Allen considered it reemphasized the educational program, bringing out the idea that the decade 1940-1950 would lead the administrator to subordinate the financial aspects of administration to that of the educational side. He considered the repersonalizing of educational leadership to be the problem of the immediate future since the period of 1920-1930 had its emphasis upon finance, that of 1930-1940 upon the social potency of curriculum, while the next decade with a static school population should enable the administrator to pay attention to what the teachers are teaching in the classrooms.

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The San Diego County Library System under Miss Marjorie H. Kobler marks up a first in California County Library development. For the first time to our knowledge a California county board of supervisors have on county property built a main County Library Building for the exclusive use of the County Library. Throughout the state of recent years many county libraries have been rehoused in new county court house quarters or in new rented premises, but a new building on its own plot built to plan for county library work is a new development for even the famed California County Library System.

The new building, located at 3532 Meade Avenue, San Diego, is centrally located for service to its county and school branches. It is just a block off El Cajon Boulevard, highway 80, in the East San Diego section of the city. The building is placed on the front of a 100 by 400 foot lot. The building, a one-story H structure, has 6,900 square feet of space.

All book stacks are in the wings—one side being devoted to school library books and the other for the county library section. With abundance of windows and a ten-foot ceiling, stacks are placed horizontally to the walls to get the cross light. The ceiling is covered with Celo-Tex in squares with beveled edges. The lighting is indirect with large circular silver fixtures making for a wonderfully lighted room. The flooring is Tile-Tex. Walls are of cream and the ceiling is a buff with a pink tinge. In the center section of the building is located the librarian's office to one side of the main entrance. In this section will be the catalog section, a desk for central control, a reference section, and a magazine rack just inside the door in the waiting room section. This central area is most attractive as in the center is a skylight and the center roof has a double hip-roof slant. In the rear of both wings are lavatories and in one wing is a staff room equipped with kitchen and hot and cold water. The outside is painted in three different shades of cream and buff. In the front the building has window boxes and there will be shrubs and lawn. In the rear between the wings is a patio planted in shrubs and lawn to be used for outside reading. The San Diego County Library now has 123,000 volumes, some 83,000 books in the school collection, and 41,000 in the county collection. The tremendous growth of the San Diego County Library has come about during Miss Kobler's incumbency of 26 years as school librarian and county librarian. This is Miss Kobler's tenth year as head of the library. At present her system serves 64 county branches and 74 school branches. A staff of eight handle the detail of the library. Miss Frances A. Hahn is librarian in charge of schools; Jeannette C. Barry is the temporary librarian in charge of branches; Leonora M. Siston is the catalog librarian; Ruth E. Fulton is junior librarian; Marjorie Page is temporary junior librarian; Gladys Hollis is in charge of book repairing; Frank M. Connor is intermediate shipping clerk; and Ruth T. Oznew has the position of intermediate stenographer and clerk.

Western School News

Edited by MORRIS WAGNER

FRANCIS DRAG IS ASSISTANT CHIEF, DIVISION OF ELEMENTARY EDUCATION

Francis L. Drag, formerly director of curriculum, Modoc County elementary and secondary schools, is the new Assistant Chief, Division of Elementary Education, State Department of Education, succeeding Mrs. Gladys L. Potter, who resigned to become Supervisor of Elementary Education in Long Beach. Mr. Drag was highest in the State Civil Service examination held for this position. He had been Director of Curriculum in the Modoc County schools for the past year. Before that he had been general supervisor in the County for more than nine years. From 1928-1931 he was principal of the Adin Elementary School.

Mr. Drag received his General Elementary Credential and A.B. from Chico State College and his General Elementary Administrative Credential and Junior High School Credential from the University of California. He attended several summer sessions at Chico State College and recently has been studying at Stanford where he is completing requirements for his M.A. He received his General Secondary State Credential from Stanford in September, 1938.

He is a past-president of Northern Section, California School Supervisors' Association, and a past vice-president of the State Association.

This summer Mr. Drag was director of the Modoc County Workshop held in Alturas the first two weeks of June and attended by sixty elementary and secondary teachers of the County.

The program of the Workshop was arranged and directed by County Superintendent Hallie M. Tierney. Teachers had long felt the need for concentrated cooperative study on problems of local interest. Accordingly, a group of specialists were engaged to assist teachers in carrying on the type of work they desired.

One series of meetings, general in nature, ran throughout the session and dealt with such large problems as "How should the elementary and secondary programs be articulated," "What is the relation of the conservation of the natural resources of the area to education," "How can we evaluate a modern program of instruction." A second major area of study concerned the science and nature study possibilities of Modoc County. Teachers engaged in many first hand experiences made possible through field trips and laboratory experiences where they actually worked with materials to be used in their classrooms during the next year. A third important section concerned the working out of materials for units of work which they were to use in their schools the next fall.

Visiting faculty members included: Dr. J. Paul Leonard, Stanford University, Dr. Lillian Lamoreaux, Director of Curriculum, Santa Barbara, Dr. Vesta Holt, Chico State College, Carlton Jenkins, Social Studies Investigation at Stanford, Frank Lindsay, Assistant Chief, Division of Secondary Education, State Department of Education, C. K. Studley, Chico State College, Dr. R. M. Bond, Biologist, Soil Conservation Service, U. S. Department of Agriculture, J. J. Lillard, Director Educational Relations, Soil Conservation Service, and Russell Beeson, Forest Supervisor, Modoc National Forest and Staff.

HOMER AKER SUPERINTENDENT OF IMPERIAL SCHOOLS

Homer Ferris Aker, district superintendent at Red Bluff from 1935-1940, is the new district superintendent and principal of the Imperial Valley Union High School District, and district superintendent of the Imperial Union Elementary Schools.

Mr. Aker graduated from Oregon State Agricultural College in 1916, with majors in farm management and vocational education. His Master's thesis in education, "The Organization of Guidance in Secondary Schools," was written at the University of Southern California. He is now a candidate for the Doctor of Education degree at the University of California at Berkeley, his thesis being "Non-educational Controls Influencing the Administration of Public Schools."

He taught science in Camas, Washington, High School, organized agricultural work at Chehalis, Washington, High School, and later served as supervisor of vocational education for Chehalis City and Lewis County schools, and as principal of Carlton, Oregon, High School.

His elementary experience began with the principalship at Vista, San Diego County. After a year there he went to El Centro for a year as principal of Lincoln School and teacher in Central Evening High. From 1926 to 1930 he was district superintendent of elementary schools at Holtville, and from 1930 to 1933 he was superintendent at Arcadia. During 1933 and 1934 he did school survey work in the Rocky Mountain States and spent one year as graduate student at the University of California and administrator of the

Homer F. Aker

Emergency Education Program in Oakland City Schools.

Mr. Aker's training and incidental experience have well qualified him for the particular problems with which he has had to deal in school administration —financial reorganization, curriculum revision, building problems, guidance.

Mr. Aker is co-author of *America Today and Yesterday,* written with Eugene Hilton and Vanza Nielsen Aker, and *Yesterday, the Foundation of Today,* written with D. Lloyd Nelson and Vanza Nielsen Aker, widely used social studies texts.

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E. V. Cain, who left the district superintendency of Red Bluff five years ago to enter a business career, has returned to his old position which was left vacant when Homer F. Aker resigned.

NEWS NOTES

Assistant Superintendent A. H. Horrall, San Jose Schools, carried an unusually heavy schedule of summer school teaching this year. In addition to his usual classes at San Jose State College and his work at the Lowell Demonstration School, he had classes in curriculum construction at Stanford University and was in charge of the Stanford Workshop. Each summer Mr. Horrall has classes in the social studies curriculum and elementary schools curriculum at San Jose State College, and is in charge of the Demonstration School held at the Lowell School. There were six teacher groups at the school this summer, with an average of twenty-five pupils per teacher. The Demonstration School always has a waiting list. About 60-65 per cent of the children are residents of San Jose while others are from other parts of the state and from outside the state.

An interesting program was carried on at the Stanford Workshop. A typical city, called "Median Valley," was chosen. Topography was taken into consideration, type of population, industries, etc., were studied before making a course of study for this typical town. It is interesting to note that 20 per cent of the teachers of Modoc County attended the summer quarter, many of them attending the Workshop.

Leonard Grindstaff is the new supervisor in Modoc County, succeeding to the position left vacant when Francis Drag accepted the position as Assistant Chief, Division of Elementary Education, State Department of Education.

Gretchen Wulfing, formerly director of elementary education in Redlands, is now supervisor of primary education in Oakland. Her predecessor, Mrs. Blanche Verbeck, is in Columbus, Ohio, where she will teach at Ohio State University in addition to assuming new responsibilities in home management. Before accepting the Redlands position Miss Wulfing had served for a number of years as rural supervisor in San Benito County, for two years as rural supervisor in Placer County, for one year as general elementary school supervisor in Chico, and for three years as supervisor of reading in the San Jose city schools. She is a graduate of Stanford University and a member of Phi Beta Kappa.

Dr. W. B. Townsend, Director of the Guidance Laboratory at Butler University, assisted by Mrs. Townsend, who is a specialist in remedial reading, conducted "Reading Workshops" in eight colleges and universities during the summer with over 2,000 teachers enrolled.

The workshops conducted by the Townsends differ from most others in that the objective is to enable teachers to work very intensively in just one field for a short period of time, usually one week.

The teachers spend ten or more hours a day in the workshops engaging in some or all of the following types of activities: lectures, discussion groups, laboratory practice, demonstrations, or reading in the workshop library. One hour credit is given those who meet requirements.

W. B. Townsend

Dr. Townsend has been granted a leave of absence from Butler and will spend the winter in southern California writing, lecturing and holding demonstration reading clinics.

Redwood City Schools have had an increase of 20 per cent in the kindergarten which required the establishment of two new kindergarten classes in the McKinley School. Superintendent Andrew Spinas is in his fifth year as superintendent of the Redwood City system which consists of seven schools including the McKinley Intermediate School.

Edwin F. Hinds is beginning his second year as district superintendent of the Azusa schools. Mr. Hinds has been in the system for thirteen years, coming in 1926 as a shop teacher. His wide experience in teaching has included social studies, math, shop, and literature. He was principal of the Lee Intermediate School for ten years.

There are over 1000 children enrolled in the system of whom approximately 50 per cent are Mexican. Mr. Hinds is planning a more liberalized program to care for the needs and interests of these children. In the regular program he plans to expand the use of the unit approach.

Mr. Hinds is a graduate of Fresno State College. He was brought up in Porterville in the San Joaquin Valley. He secured a Master's at U.S.C. in 1935 and is continuing studies for an advanced degree.

Howard B. Beckner is in his second year as district superintendent of Artesia. He came to Artesia to fill the vacancy left by the resignation of Glenn A. Riddlebarger who is now superintendent of Culver City. Mr. Beckner is practically a Los Angeles County man. He came to LaVerne as a child, later entering the LaVerne College where he secured an A.B. degree. He has an M.S. in education from U.S.C. He taught four years at LaVerne College, then went to the Coachella Union High School as vice-principal. From there he went to Monrovia as supervisor of physical education and later was principal of the Monrovia Intermediate School. He held this position for two years prior to coming to Artesia as district superintendent. There are about 640 pupils enrolled in the Artesia system. The plant consists of three buildings besides the auditorium.

Father James J. McHugh died on August 28 at the parish house of St. Patrick's Church, of which he was the rector. School people of California will share with his parish the feeling of loss in his sudden death. Father McHugh has been identified with the work of education in the state and was superintendent of Catholic schools for the San Francisco diocese from 1924 to 1929. His Master's degree was given for work in the field of California history. In the

school "History of California," by Harr Wagner and Mark Keppel, Father McHugh was asked to write the chapter on the "California Mission System," which remains today probably the fairest and most complete evaluation of the results of the mission undertakings, and their contribution to the development of California.

Dr. Madilene Veverka was one of four educators chosen from the entire country to receive the honorary degree of L.L.D. from the Colorado College of Education at Greeley on the occasion of its fiftieth anniversary June 16. Representatives from practically all the leading universities and colleges in the United States sat on the platform as guests, as the ceremony was held in the Garden Theater on the campus, with Dr. George Frasier presiding. Graduates of the school and faculty members of many years were present. Among the speakers on the program were Dr. Edgar L. Hewett of the Smithsonian Institution and Dr. John Erskine of Columbia University. The candidates for the honorary degree were introduced, in a beautiful and impressive ceremony, by Dr. Harry V. Kepner, president of the Board of Trustees of the College. Dr. Veverka was the guest of Dr. Frasier and the College during her stay.

Dr. Jerome O. Cross, city superintendent of schools at Santa Rosa, was one of the new instructors at San Francisco State College this summer. He gave courses in city school administration and in California school law and the state system. Dr. Cross has an unusual background of training and experience for this work. With professional degrees from the universities of Utah, Chicago and California, Dr. Cross has also pursued studies in the law, and was admitted to the California bar in 1921.

Dr. Cross has been at Santa Rosa for the past nineteen years. Before that he had been city superintendent of schools in Fresno for four years and principal of Pasadena High School for five years. His experience includes also elementary school experience in Salt Lake City, and high school principalships in Ogden and Utah.

San Francisco's first day of school was also the first day of institute with 3000 teachers in attendance.

CORINNE SEEDS CLARIFIES THE TERM "UNIT OF WORK"

The term "unit of work" has come to have so many different connotations that a precise speaker is almost afraid to use it any more for fear of being misunderstood. If there is one person who is qualified to tell us exactly what may be called a unit of work, it is Miss Corinne Seeds, Assistant Professor of Education at the University of California at Los Angeles, and Principal of the University Elementary School. The instructional program which Miss Seeds began at the University of California some fifteen years ago has influenced schools throughout the entire state and nation; she, perhaps more than any other one person, has translated the philosophy of education organized in the terms of children's needs and interests so that all California teachers might really understand and be able to apply this philosophy.

Miss Seeds spoke this summer before the Conference on Supervision of Elementary Schools held on the Berkeley campus. If used accurately, the term "unit of work" is a good one, Miss Seeds believes, but it has become for some people just another word to indicate subject matter imposed upon children. Used rightly "unit" is a term by which is described a *record* of the self-impelled, on-going, interrelated experiences in which children engage under teacher guidance in any major area of social living. Many fields of subject matter are included within this major area and the unit can only be a "pathway through the area." The older a child gets, the wider path he can make through this area of experience.

"We were made to make our own pathways," said Miss Seeds. The unit way of learning facilitates nature's way of integrating self. As adults we learn as we interact with our environment. We center interest in one broad field, with other interests marginal. When wide areas of experience are chosen with care children gain concepts of how man lives in his world.

Miss Seeds started us thinking about the term "unit" as publishers have used it. Too often it has been a title for what is only a "chapter" or "section" of a book which is no more than an arbitrary collection of subject matter. The subject matter is necessary to the development of a unit—children want books that tell them who, where, what, when, and how, Miss Seeds says, but certainly very little that is published can accurately be labelled "unit." By its very nature—self-impelled, on-going, ever-changing, this concept of the unit obviates the possibility of its being published in its true form. The best an editor could do would be to sit down in the classroom, shorthand notebook in hand, and record painstakingly everything that was said, everything that was done, and all the learning factors involved, thus obtaining a record of one group's "pathway through a major area of experience" which could legitimately bear the title "Unit."

SUCCESSFUL SESSIONS AT THE SWOPE SUMMER SCHOOL

The two sessions of the Swope Summer School were highly successful this year. More than 500 enrolled at Long Beach and about 420 at Santa Cruz.

New in the course this year were the lectures given by Dr. Madilene Veverka on European backgrounds. Teachers found this work of special value during this time of history in the making. Dr. Veverka's background of European travel and study as well as her early childhood spent in Czechoslovakia, and the fact that she has many relatives there, gave to her lectures a poignant reality and authenticity.

Miss Edna Armstrong's work in "Crafts for Primary Grades" is unusually fine. Miss Armstrong is rural supervisor of art in Ventura County and has been with Miss Swope during the summer for many years. She is able to help the individual teacher; she recognizes quickly whether a teacher is shy and awkward and unable to use her hands, and is ready to give her the most fundamental help in fundamental procedures; she recognizes just as quickly the teacher who is gifted and quick, but in search of new ideas and new ways to coordinate handcraft with other subjects.

The course in nature study which was introduced in recent years, and which is conducted by Roland Case Ross, is of outstanding interest to the students. Santa Cruz is an ideal location in which to carry on this work. Teachers were enthusiastic and happy. One teacher was overheard to say on the last day of school that she needed to get home in a hurry—she had so much to do before school began. But her courses at the Swope School had been so interesting she would have liked to keep on for the rest of the year.

READING CONFERENCE AT U. C.

If enthusiastic reception is any indicator, the Reading Conference featured at the University of California July 8-12 will doubtless be held again next year. Dr. Luther C. Gilbert, director of the Conference, has received many expressions of appreciation and requests for another conference in the 1941 summer session.

Central theme of the Conference was "Review and Evaluation of Recent Developments in Reading." In an intensive five-day session reading was discussed and evaluated by specially qualified speakers. Evenings of the session were devoted to informal round table discussions in which teachers could ask the experts for further discussion of issues raised in the general sessions or for practical help on their own individual problems.

The experts presented a wide range of views as to the importance of reading both in learning and in life. Books, said Alvin Eurich of Stanford, may influence the whole course of an individual's or a nation's life, i.e. *Mein Kampf*. On the other hand, as Dr. Edgar Dale of Ohio State University pointed out, it might be possible to get along without books altogether, substituting the radio, movies, tabloids, and "learning by doing," which is in effect the way most adults are already learning. While the current best seller, *How to Read a Book*, indicates the popularity of improving reading, said Dr. Eurich, most of the adult population is interested only in newspapers and fiction "escape" literature and many college students are only at the level of fourth and fifth graders in reading ability.

The importance of reading in the general education program, Dr. Eurich continued, depends upon which of the three theories of education is applied to the program: application of mental discipline to the program, application of basic branches of knowledge to the program (the theory most in use now) or application of the students' needs theory to the program. Reading is of primary importance in the first two theories but in the third it becomes just one of many types of experiences.

In any general education program, however, reading is still exceedingly important, and it is not likely to be discarded in favor of other means of communicating experience, according to Dr. Dale, because of certain advantages it has over radio, movies and tabloids. Chief advantage is that reading represents a permanent, inexpensive record which can be checked. The reader's pace is determined by himself whereas movies and radio are arbitrary and cannot be repeated for all practical purposes. Moreover, no elaborate equipment or particular location is necessary to reading.

On certain basic matters of reading most of the experts seemed to agree. "Every teacher at every level and of every subject is responsible for teaching the slow reader to develop at whatever level he is found," said Marion Monroe, Chief Psychologist, Child Guidance Center and Specialist in Remedial Instruction, Pittsburgh, Pennsylvania. And others who expressed this belief in almost the same terms were Dr. Eurich and Helen Heffernan. Miss Heffernan further emphasized the need for guidance in teaching of all content subjects. Science and mathematics, for example, call for a totally different kind of reading from the literary type, and the teachers of these special subjects must be teachers of reading as well.

Several speakers voiced a second aspect of reading in regard to which there seemed to be common agreement. "Reading must be thought of as adjustment and not just acquisition of a skill," said Miss Heffernan in a talk on "Slow Readers at the Junior High School Level." Reading at this level is particularly helpful to emotional adjustment. "Girls like books in which they can see how other girls are making their adjustment," she said. It is futile for teachers at the junior high school level to think that the job of teaching pupils to read should have been done wholly by elementary schools.

Dr. Monroe too stressed that "Emphasis in all learning should be first on personality adjustment." Almost all reading problems, she thought, have their origin in some form of social maladjustment, except of course those which result from physical eye defects or actual mental deficiency.

There seemed to be general agreement among the conference speakers also that the integrative program is the most effective way of teaching children both to want to read and to be able to read with real understanding. This point of view was best summarized in a talk given by Helen Heffernan, "The Relation of Reading to the Integrative Program." "Reading is not an end in itself," she said, "but serves a purpose. Children must learn to love it because they can see it serves their purpose." To fit the right book to the right child a good teacher must have a wide acquaintance with the literature of a unit as well as a knowledge of the background and experience of each child. She can arouse every child's interest in some book by proper introduction of the material. The same methods can not be used in teaching all children to read because of the wide range among them. Some of the influencing factors in this range are: mental retardation, impoverished social environment, and linguistic difficulties.

Miss Heffernan suggested that a "delayed reading program" is misnamed and should be called a "preparatory reading program." Experience must always precede interpretation, and before beginning to read the child should have a large number of interesting experiences to furnish a background for reading, a certain facility for grasping ideas, and a reasonably broad vocabulary. The integrative program makes it possible for the child to have such experiences. It helps him to see relationships, to learn to think, and to develop a speaking vocabulary before he attempts to grasp ideas in books. The prime reason for dramatic play, Miss Heffernan said, is that it enables the teacher to see that children have really grasped concepts in their reading.

Several of the speakers pointed out that the process of learning to read is never ended. Holland Roberts said that teachers themselves and all adults have reading handicaps similar to those children have. The matter of interpretation, not only in reading but in language development, causes most adult trouble. The same words mean different things to different people. Roberts called for reactions from the audience to such words as "democracy" and "protective." It was interesting to note that some people felt a pleasant response to the word "protective" while others said it gave them a "smothered" feeling.

One speaker was mildly remonstrative in reviewing new trends in reading. Ruby Minor warned that there is a danger fundamental principles are being discarded in favor of the new trends. In a delayed reading program, for example, she stressed that a teacher must have really reliable information that a child is not ready to read.

Luella Cole, formerly Assistant Professor of Psychology, Ohio State University, gave a helpful and practical talk on "Vocabulary Development." Vocabulary must be limited somewhere, she said. Each teacher must know definitely what she is expected to teach. We should have condensed lists of absolutely essential words for each subject. Dr. Cole feels that children still must learn how to get hold of words by themselves, and that the newer methods of teaching discourage children's looking at separate words, causing poor spelling and failure to recognize new words.

Dr. John A. Hockett reviewed and evaluated methods of teaching reading in the elementary grades from the Colonial period with its somber "children-too-must-die" brand of education through the thirty years in which "the faithful red hen planted her wheat with diligence and devotion" to the present day with its emphasis on a background of experiences for reading.

Dr. Ivan T. Waterman, Chief, Division of Textbooks, California State Department of Education, set forth some criteria for judging books. Texts should be selected, he thought, through an analytical approach which considers various factors of merit in the book independently, coupled with objective comparison with other materials available. The criteria for judging books should be a written set of standards growing out of educational research and consensus of educational judgment. There can be no finally accepted set of standards, however. At any one time opinion varies on many matters of textbook selection. For example, Dr. Waterman said, it is quite possible that much smaller types for texts at all levels could be used with just as readable results as we now have. Teachers have been demanding large black types, however, and publishers have given them what they asked for. It is possible, too, that we have gone to extremes in not having fanciful or folk material in elementary texts. And the reason that reading readiness materials are so scarce is that publishers can not undertake their publication when there is no general agreement among educators as to what is needed. Dr. Waterman believes that factual material told through story form teaches bad reading habits. "Children won't get this sugar-coating when they are adults seeking information," he said.

THE STATE CONFERENCE ON READING DEVELOPMENT

This conference was held at Stanford, July 13, as part of the annual Stanford Conference Week. The program was based upon reading problems as organized by the State Curriculum Committee on Developmental Reading. Holland D. Roberts, of the Stanford School of Education, acted as chairman. There were two forum sessions and four section meetings.

Among the many phases of the reading problem, interest centered on the question of organization. Who shall be responsible for the teaching program in reading? The section devoted to discussing this question was marked by lively give and take of opinion.

A general feeling emerged that the problem was fundamental to all the departments of a high school. While supervision of the program might rest either with the English Department or the administration, every teacher should have some responsibility for meeting general reading problems in relation to specific subjects.

This conclusion threw the discussion toward the need of training in the techniques of reading development for teachers of subjects other than English. The problem has at present no final solution. A contribution toward meeting it has been made in the Los Angeles City Schools in a report by Helen Jewett Rogers and Violet Gooch Stone, *English Skills in the Junior High School.* This small book puts at the disposal of teachers not specifically trained to teach the reading skills the materials and suggestions that will guide them to integrate reading development with their specific subject.

Another question that came up for discussion was: Does blame for the failure of secondary pupils to reach good reading development rest with the elementary schools? This question was asked specifically by Miss Elizabeth Van Auken, Palo Alto, one of the few elementary principals attending this conference held mainly for junior high and secondary school educators. And the answer given was most gratifying to elementary school people responsible for reading. "Not at all" was the judgment of Dr. Violet Gooch Stone. She pointed out that Dr. Gerald Yoakam says there are sixty-five reading skills, many of which should not be taught until senior high school. Dr. Stone said she considers that the elementary schools are doing a very fine piece of teaching. Among the elementary school people present to appreciate this tribute was District Superintendent Charles Edgecomb of Selma, and member of the County Board of Education in Fresno, where reading skills have been especially stressed.

A number of those in attendance had come down from Berkeley where they had attended during the earlier part of the week the University of California Reading Conference. Stanford sessions were enlivened by reports from those who shared in both conferences, and who contributed opinions or conclusions reached in the Berkeley discussions.

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SUPERVISORS' CONFERENCE AT U. C.—ONE BIG QUILTIN' PARTY

We asked one of California's topnotch supervisors to give us a report of this meaty Conference, and imagine our surprise when we got the following in place of the usual outline with apt quotations! The more we studied it the more points of similarity we could see between good quilt makin' and a carefully planned integrative program. And the more convinced we became that it was an inspiration to use the quilt makin' symbol to capture the "tone" of each speaker's remarks.

Downright glad you dropped in. Was just a-sortin' these patches and a-gettin' reminiscent. You know I went to that big meeting in Berkeley where all those quilt makers gathered. Yes, I stayed two weeks too. We had a big time. Uh huh, these are the things I brought home with me. A whole basket full. You wouldn't believe it, but I'm all pepped up about startin' a brand new quilt right away. Yes, I know, I've been a-makin' 'em a long time and about one per year. But this one is going to be "creative." Heard a lot about that kind.

Uh huh, they are pretty pieces. But, first let me tell you about what Frankie* said. He talked about quilts in general, told us all about the old-timers and the new-fangled ones and asked us lots of questions. Oh, no, he didn't expect us to answer 'em. He was just a-thinkin' out loud. And did I have my background built up! That's important. From now on I'll know that I know more about quilts. My appreciation of all quilts, or any particular one, will be lots greater because of my background.

You know there are more ways to make a quilt than I ever heard tell of. Johnnie told us all about them. But, then, when it's all boiled down to syrup he did say that he felt that the "working together" in a nice friendly fashion with everybody happy was what actually counted. Quilts made with cheer are the best kind. He talked a lot about "democratic living," thinks that makes for bigger quilts and better citizens.

Now, ain't that pretty and bright? It's sure good stuff, too. You can pull it and stretch it and it won't give a mite. Why did I bring so much of it home? Well, Julia was so generous that we all took a lot. Especially since it was so good. She told us a lot about her quilt makin' and I guess she's pretty good. I hear they bid high for her work. She believes materials must be good to start with, and she thinks it's much more fun to call in your friends and talk it all over. You'd be surprised how many folks have ideas. Good ones, too. She says colors should harmonize and making up new designs is fun. That's being creative. She thinks quilts should change. Don't you think with all this material that I can make something different?

I got an idea from someone else too. That bright gal Gladys. She urged us to know our community patches and quilt makers. Visit them. Go see their patches. Beg, buy, exchange patches and patterns with them. She said that this builds up a good spirit in the community and one gets more local knowledge. That makes for this background that they all talked about. She told us how she went visiting and asked where they got the material, how much it cost, what they are going to do with it, and with the left-overs, how long it will take, what will it be used for, and a lot of other questions too. Some of its sounds like prying to me, but she said it worked. Her idea is to learn a lot. Build up your background about quilts by bringing in people to talk first hand about their own experience. Have an exhibit.

One afternoon Edna spread out all of her patches and scraps and thread and needles and scissors and pins and even quilting frames. She showed linings and fillers. Well, just everything needed to make every kind of a quilt imaginable.

Then presently Graham rose up and warned us about having our quilts alike. It will do harm eventually, for we are all different. Having what he calls "individual differences" seems to make this quilt business a lot harder. Even as we work we must remember our differences. Why, even our native endowments vary! Our maturation is different! And our previous experiences are totally unlike! But anyway, we mustn't use the same design for all of our quilts—nor the same material—nor the same amount because some of us like bright things, others are cold-blooded, while some others are tall folk. You see there seems to be a reason for all this. He warned us that most quilts are made for the average person. Beware the average person. He also said that it is well to delay awhile before starting a thing,—first analyze, test, and record in detail. But we are to remember always that "a delay is not a solution."

George showed us up. He had a lot of letters and we heard what other quiltists thought about us. The beginners think —and frankly stated—we are no definite help to them. We criticize their quilts, but fail to tell them how to straighten things out, or what better thread to use, or what brand of scissors do the best cutting, or if needle size zero is better than a number seven. They said, also, that if they asked for help we never answered their letters. They claimed that we looked at their production with a critical eye. Fiddlesticks, all they want is sympathy and a workshop and someone to come in and do the planning, cutting, designing and stitching while they observe. A "demonstration" is what they call it. Well, yes, a few did admit that some of us could make quilts almost as well as they could. One or two brave souls even admitted that they might have a superior. But Georgie didn't want us to feel inflated by any means. He wanted us to know a lot more about patches and stitches and patterns and materials and "to share" it with them, but "be humble." Be a leader, though!

Our chief quilt-piecer Helen pepped us all up by telling us about a highly successful quilt that had been made and how it had been done. Why, we got so enthusiastic about making new quilts that we wanted to begin then and there. **She believes in getting things all prepared and organized before one begins. That's why I am a-sortin' all this stuff and pinning 'em together. She wants it done carefully and to "allow no mistakes along the way." I'd almost say that besides furnishing the inspiration she made us feel that good strong thread and careful stitches was necessary in quilt-makin.'**

The last one to talk was Corinne, and, believe me, she has a vision. She is the one who has the background, the "self-impelled" drive and the "on-going and continuous process" which makes better quilts and people. But all the while we must "keep interests wide" and "make wide areas richer," "widen our concepts" besides working in a natural way with an intensity that lets nothing interfere. "In our daily lives there is but one dominant interest at a time."

Well, this basket full of patches is too much for me this afternoon. Guess I'll leave 'em for a while.

Tell me what you've been a-doin.'

—A. M.

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* Speakers referred to in this article, in the order of their mention, are: Frank N. Freeman, John A. Hockett, Julia L. Hahn, Gladys L. Potter, Edna M. Evenson, Graham C. Loofbourow, George C. Kyte, Helen Heffernan, and Corinne Seeds. The Conference was held July 15-26.

Library News

Edited by MABEL R. GILLIS, State Librarian

The following interesting account of a project important to librarians, teachers, and others engaged in the field of education was written by Mrs. Millicent Lawrence, State Supervisor of American Imprints Project. Mrs. Lawrence has been exceptionally successful in instructing workers in the complicated details of this undertaking and in inspiring them with an enthusiasm comparable to her own.

THE INVENTORY OF AMERICAN IMPRINTS

A W. P. A. Project

A work of great importance to the educational world is being carried on throughout the United States at the present time by the Work Projects Administration through the Inventory of American Imprints Project, which is engaged in listing all books, pamphlets and broadsides published in the territory now known as the United States of America between the years 1639 and 1876, inclusive, with a few of the more recently admitted States covered to the year 1890.

Many efforts have been made in the past by private individuals to compile a more or less complete bibliography of books printed in America or relating to America. Probably best known among the bibliographers who have made this subject the field of their endeavor is Charles Evans, whose great *American Bibliography* was published in 12 volumes in 1903-4. Joseph Sabin attempted an equally ambitious work in his *Dictionary of Books Relating to America*. Both these men died before their self-appointed tasks were accomplished. Evans, whose plan was to list books printed in America from the beginning of printing in this country up to the end of 1820, was able to complete his work only to the middle of 1799, and even within these limits it is very incomplete, as its author would have been the first to acknowledge. Sabin's work was carried on after his death by R. W. G. Vail, under the auspices of the Bibliographical Society of America; but because of the immensity of its scope, much had to be omitted in order to bring completion within the bounds of possibility.

Other efforts have been made to compile complete bibliographies of books relating to limited geographical areas or specific periods of time, such as *A Bibliography of the History of California*, 1510-1930, by Robert Ernest Cowan and Robert Grannis Cowan, and Wagner's *The Plains and the Rockies*, a bibliography of "narratives of travel and adventure" relating to the years 1800-1865.

These repeated efforts to list in convenient form for reference all books printed in America or relating to America show that a constant need has been felt for such a work, yet it has always proved too vast a task for any individual or society to accomplish. It was natural, therefore, that when the Works Progress Administration, now known as the Work Projects Administration, undertook the employment of white-collar and professional workers on a nation-wide scale, and the Historical Records Survey was organized, one of the first undertakings suggested to the National Director of the Survey should be the compilation of a complete Inventory of the early American publications which still remain in the public and semi-private libraries of our country.

Mr. Douglas C. McMurtrie, director of typography for the Ludlow Typograph Company in Chicago, has been for many years a student of early American printing and is the author of several books on the subject. In 1937, Dr. Luther Evans, at that time National Director of the Historical Records Survey Project, consulted Mr. McMurtrie as to whether a workable plan could be drawn up for the undertaking of a nation-wide survey of public and semi-private libraries for the purpose of compiling such an inventory as that mentioned above. Mr. McMurtrie produced such a plan. It was tried out in some of the key libraries of the country, found to be workable, and its operation was then extended throughout the forty-eight states by the organization of the American Imprints Inventory Project. Two branches of this project are operating in California. That in northern California is sponsored by the State Library; that in southern California by the California State Relief Administration.

Many California librarians are familiar with the methods by which the work of this project is carried on, as for the past two years workers have been going industriously through their catalogs, or examining deposits of old, uncataloged books in attics and basements, copying catalog entries and title-pages to be sent into the two editorial offices, located in Berkeley for northern California and in Los Angeles for southern California. These entries are given a preliminary examination by the local editors and are then typed and sent on to Chicago for incorporation in the inventory. When completed, this vast catalog will be offered to the Library of Congress, which is greatly interested in the work.

Regional check lists are being issued from time to time as the work progresses. These are necessarily incomplete to some extent as finality cannot be reached until the last entry has been received in Chicago. In spite of this, however, the check lists are of immense value to all students of American history. The most recent one, entitled *Check List of Kansas Imprints*, 1854-1876, was reviewed in the last issue of *The Papers of the Bibliographical Society of America*, by Mr. Charles Eberstadt, who commented: "It provides yet another example of the magnificent results which can be achieved by subsidized co-operative bibliographical research."

A check list of California publications from 1834-60 is at present in course of preparation under the supervision of Mr. Douglas C. McMurtrie. The editor who, under Mr. McMurtrie, has the matter in hand, writing to the supervisor of the project in northern California, made the following comments:

"Only the period from 1834 to 1860 is being prepared for our early publication. It alone will be a very sizable volume, as the making of laws today for amendment tomorrow and absolute abolition next year appears to have been the average California senator's view of his duty to posterity in those troublous year . . .; years of wild rushes to get a part in such an Utopia of Gold; of the unforgettable and never quite equalled Gold Rush of '49; of Vigilante control; of early military attempts to hold in check with half a dozen soldiers or so the wealth-lust of several thousand outlaws; of territorial rule; and of very primitive Statehood. No other state in our Union has gone through such a terrifying ordeal; not one, surely, in the space of one decade —1849-1859."

Echoes of all these phases of California's early history fall on one's inner ear while examining the files of entries in the project editorial offices. We might quote, for instance, the following entry under date of 1849, which conjures up a vision of one of California's early bands of pioneers:

HALL, JOHN LINVILLE

Journal of the Hartford Union Mining and Trading Company, containing the name, residence and occupation of each member, with incidents of the voyage, etc. Printed on board the Henry Lee, 1849. 88p.

In the same year evidence of concern for the lawless condition of the state was shown by the publication of such books as that by Halleck and Hartnell, entitled: "Translation and digest of such portions of the Mexican laws of March 20th and May 23rd, 1837, as are supposed to be still in force and adapted to the present condition of California."

Under date of 1850 appears a somewhat different item: "Ode written by Mrs. E. M. Wills for the celebration of the admission of California into the Union." A note on the catalog card, which was copied in the library of the California Historical Society, states: "This was printed on a hand press in the parade of October 29, 1850, and was distributed to the crowd, to be sung to the tune of 'The Star-Spangled Banner.'"

Later entries recall the land grant squabbles; the beginnings of Government surveys of the mineral and other natural resources of California; the efforts of prominent citizens which resulted in the building of the Central Pacific Railroad; the establishment of the San Francisco Fire Department; the anxiety shown by ministers of the Gospel and religious societies over the wild scenes which took place during the great scramble for gold; the establishment of early forerunners of California's wonderful school system; the activities of the great Vigilance Committees which sought to restore order when agents of the law had failed in their duty. All California's early history is here.

The Inventory of American Imprints now being compiled by this W. P. A. Project is the first effort to cover the field of American printing from the earliest publication through the next two hundred and fifty years, while excluding books which were printed abroad, even though relating to American history. More important still is the fact that it will show, by Library of Congress symbols, the depositories in which copies of each item are to be found, thus making all the material readily available.

The records of the project throughout the country show that much new and authentic source material of American history has been discovered, often in little known depositories. When future historians or novelists set out to trace for us the course of our national life in the years before we were born, they will have at their command a vast reference catalog, by the aid of which they will be able to locate, without trouble, first-hand, contemporary accounts of events they wish to describe.

It is the hope of workers on the project that such writers, consulting the Inventory, will be able to echo the words of Shakespeare's Brutus, quoted on the title-page of the first volume of Charles Evans' bibliography: "Look, Lucius, here's the book I sought for so."

NEWS NOTES

There has been an unusual number of changes in library personnel this summer. Dorothy Wents, county librarian, Solano County, resigned and was succeeded September 1 by Frederick Wemmer, reference librarian of Kern County. Edwin Castagna, librarian, Ukiah Public Library, on September 1 became assistant librarian, Washoe County Library, Reno, and the Ukiah position was filled by Ralph Long of Covelo, a graduate of the University of California School of Librarianship.

Mrs. Thelma van Groos resigned from the Napa County Library and her assistant, Elizabeth Paterson, was appointed to succeed her. Mrs. Van Groos has joined her husband, whose work had taken him to Los Angeles.

Margaret Walkington of the Los Angeles County Public Library staff was appointed County Librarian of Modoc County, when Mrs. Peggy Gaskins left for her new position in Orange.

On July 25 Gretchen Flower, Tulare County Library, died after several weeks' illness. Eleanor Wilson, who has been in charge of the County Department, Riverside Public Library, was appointed to the vacancy.

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California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

TRUSTEES' CONVENTION AT SAN DIEGO

The Tenth Annual Convention of the California School Trustees Association will be held at the U. S. Grant Hotel in San Diego, September 26-27-28, and sessions are open to all persons interested in public education.

Recognizing the importance of a solid front for National Defense, speakers have been asked to express their viewpoints on the part which public education should play in this emergency, and members of school boards from all parts of California will have an opportunity to help in outlining a program for our schools for the coming year. This is a responsibility which must be met, and all school officials will recognize the important part which each school district plays in its surrounding community.

Developments in Vocational Education, particularly in the emphasis on practical training so that students may be expected to fit into the commercial or industrial world, will occupy the delegates during several sessions. Dr. Edwin A. Lee, recently appointed Dean of Education at U. C. L. A., has been invited to discuss recent developments in this field of education. Dr. Lee has just returned from several years' absence in the East where he was Director of the National Occupational Conference, and later professor of education at Columbia University. The importance of several types of vocational work will be discussed by leaders in those fields, and a complete report, with recommendations, will be submitted by the committee which has had as its study for the past year "Occupational Adjustment of Graduate Students."

Pupil Transportation increases each year, and there are few school boards which do not share this responsibility and expense. The State Advisory Committee, of which Mr. Gardiner Spring is Chairman, will hold its regular fall meeting on Saturday at the Convention. This committee is composed of representatives from all educational organizations, the Department of Motor Vehicles, the Railroad Commission, the Highway Commission and the Industrial Accident Commission. New Rules and Regulations to govern pupil transportation will be announced and explained, and an opportunity for further recommendations will be provided. Trustees are urged to take this opportunity to study the transportation problem, and questions may be submitted either in writing or at the general session.

Prospective legislation for 1941 is an important question for all school-board members and their administrators. Reports from all standing committees will reflect the work which has been done during the past year, and the 1941 Legislative program will be adopted.

Outstanding speakers have been obtained for all meetings and include Dr. Walter Dexter, Superintendent of Public Instruction; Dr. Vierling Kersey, Superintendent of Los Angeles Schools; J. Harold Caulfield, President San Francisco Board of Education; Dr. Rufus Von KleinSmid, President of University of Southern California; Robert W. Burns, Administrator of N. Y. A.; Dr. Edwin A. Lee, Dean of Education, U. C. L. A.; Will C. Crawford, Superintendent of San Diego Schools; and many others who are well known for their fine accomplishments in California.

The California School Trustees Association is the *only* state-wide organization of school trustees and school-board members in California. It affords school officials a fine opportunity to become acquainted with each other and to discuss freely mutual problems which concern all school districts. By keeping in touch with educational trends and developments, school boards are better able to help in the great problem of offering educational opportunities to the thousands of young people in California, and to support the programs developed by administrators. *Every trustee* owes it to himself and his school district to cooperate in this state organization, and to see that his district is an active member of it. Membership is by school district only, thereby giving each trustee or board-member an equal privilege in the affairs of the Association.

Remember your State Convention, September 26-27-28.

PROGRAM OF TENTH ANNUAL CONVENTION, CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

THURSDAY MORNING

Dr. C. W. Pierce, President, Presiding

Music: San Diego School Orchestra.

Welcome: Dr. C. W. Pierce, President.

Greetings: Will C. Crawford, City Superintendent of Schools; D. M. Ting; President San Diego County Trustees Unit, Mrs. Ada York Allen, County Superintendent of Schools.

Response and Introduction of Executive Board: Mrs. I. E. Porter.

Address: "Status of Education in Cali-

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Fiscal Year Begins October 1, 1940

fornia," Sam Cohn, Deputy Superintendent of Public Instruction.

Address: "Challenge to Education," Dr. Rufus Von KleinSmid, President University of Southern California.

Address: Dr. John Sexson, Superintendent of Schools, Pasadena.

Appointment of Committees. (Committees are asked to meet for preliminary plans during the lunch hour.)

THURSDAY AFTERNOON

Theme: "Vocational Education." (Complete Program to be announced later.)

THURSDAY EVENING

Annual Dinner and Evening Entertainment

Bruce Findley, Los Angeles City Schools, Toastmaster.

Selected Music and Entertainment

FRIDAY MORNING: GENERAL SESSION

Dr. Louise Hector, Presiding

Music

Announcements

"California's N. Y. A. Program": Robert W. Burns, Administrator.

"Education and the National Defense": Dr. Vierling Kersey. Superintendent of Los Angeles City Schools.

12:15 Luncheon, Plata Real

Hostesses: Mrs. Florence Porter, Mrs. Mildred Hale, Mrs. Mildred Wohlford, Mrs. Helen Lacey.

Speaker: J. Harold Caulfield, President, San Francisco Board of Education, "Values of American Democracy."

FRIDAY AFTERNOON: GENERAL SESSION

Eugene Tincher, John J. Allen, Jr., Presiding

1941 Legislative Proposals

2:15: Reports of 1939-1940 Standing Committees: "Field Bill Regulations," I. H. Althouse; "Civil Service," F. W. Robinson; "Teacher Tenure," John J. Allen, Jr.; "Constitutional Amendments," G. L. Aynesworth; "Research," Dr. John Almack.

Open Discussion: Led by John J. Allen, Jr., Chairman of State Legislative Committee.

FRIDAY EVENING

Colonial Room, 8 o'clock

"Information Please"

This program will take the form of "questions and answers" with full panel to be announced later.

SATURDAY MORNING

(Two sessions)

"Pupil Transportation"

Italian Room

Special Guests: Members of State Advisory Committee on Pupil Transportation; Gardiner W. Spring, Chairman.

"School Programs"

Colonial Room

Speakers to be announced later.

Recess: 10 Minutes

General Session

Italian Room, 11:00 o'clock, Dr. C. W. Pierce Presiding.

Reports of Convention Committees: Finance Committee; Legislative Committee; Resolutions Committee; Nominations Committee.

Election of Officers and Directors.

Selection of 1941 Convention Location.

Introduction of New Officers and Directors and closing remarks, Dr. C. W. Pierce.

Convention Adjourned

SATURDAY AFTERNOON has been reserved for sight-seeing and recreation. The Local Committee on Arrangements will announce plans and take reservations for trips, immediately after adjournment of Convention.

NOTICE OF SCHOOL CODE DIGESTS

Although there has been a wide distribution of the 1939 edition of the "School Code Digest" issued by the California School Trustees Association, copies are still available upon request. This edition contains many of the 1939 enactments of the Legislature, and is completely indexed.

Write to:

Mrs. I. E. Porter
Executive Secretary
6 Professional Building
Bakersfield

✓ ✓ ✓

New members of the Taft High School Board of Education are John Stevens of Fellows, and Lorin Bennett of Maricopa.

GOOD ARTIFICIAL LIGHTING GOES HAND IN HAND WITH PROGRESS IN CLASSROOM DESIGN

Modern developments in the design of new schools emphasize the need for good artificial lighting. The most ideal plan utilizes a photo-electric cell to control the electric lights automatically to keep seeing conditions at a safe level. The room thus is assured of enough light of the proper kind every hour of the day.

Good light is of paramount importance in the schoolroom. Students' eyes must have adequate, glare-free illumination for protection from harmful strain. Daylight may provide this at certain hours, but artificial light is necessary at others in order that children may see easily and safely.

You of the school trustees group are to be commended for your realization of your responsibility of safeguarding children's eyes. Under your supervision, the artificial lighting of many new and existing schools has been brought to meet scientific standards. This is indeed a humanitarian step, for you are giving the rising generation a protection of their most priceless possession—their eyes.

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DR. H. M. McPHERSON PRINCIPAL AT NAPA

After serving with gratifying success as principal of the St. Helena Union High School in Napa County for the past four years, Dr. H. M. McPherson has recently accepted appointment to the principalship of Napa Union High School. Dr. McPherson did his first teaching in Riverside County, later serving as vice-principal of the Yuba City Union High School, and principal at Mount Shasta High School, and much of his education was received at the University of California, where he received his Ed.D. degree last year.

ROY E. SIMPSON TO SUCCEED GEORGE BUSH

Unanimously selected by the Board of Education of the South Pasadena High School to carry on the fine program so long under the guiding hand of George C. Bush, Roy E. Simpson was released from his contract with the Santa Cruz Board of Education to accept the call of the larger school. Formerly residents of Southern California, Mr. and Mrs. Simpson are welcomed by their many friends in that part of the state who see in the new superintendent a worthy successor to Mr. Bush, whose untimely death brought sorrow to hundreds of friends and colleagues last May. Mr. Bush had served for more than thirty years as superintendent of South Pasadena schools.

NEW SCHOOL BUILDINGS FOR SAN FRANCISCO FALL OPENING

On August 27 the new San Francisco Junior College opened, converging on its permanent home from twenty-three separate locations in which classes have been held throughout San Francisco for the past five years. Three separate buildings, toward the permanent group to be erected ultimately, greeted the students of the college—the science building and two gymnasiums, representing a total investment of two million dollars.

Residents of the Sunset-Parkside district saw the realization of a fifty-year dream in the new Abraham Lincoln High School which has been completed at a cost of $750,000. The new principal of the school is Clyde W. White, formerly principal of the High School of Commerce.

In the outer Mission district, the James Denman Junior High School, costing $800,000, opened its doors, accommodating 1400 pupils. John P. Burnside, formerly principal of the James Lick Junior High School, is the new principal.

To answer the demand for trade and industrial training, the new Samuel Gompers Trades School opened an additional wing, costing $300,000, to accommodate new classes under the National Defense Program.

NEW PRINCIPAL AT SONOMA VALLEY U. H. S.

Succeeding Louis H. Golton, deceased, as principal at Sonoma Valley Union High School, Lyman S. Marsters, formerly principal of Cloverdale High School, has been given a contract for the next four years by the High School Board at Sonoma.

For the thirteenth consecutive time, John W. Reed was elected president of the Board of Trustees of Delano Joint Union High School, one of the rapidly growing educational institutions in Kern County. Mr. Reed will soon have served twenty-five years as a member of the Board.

HOMER CORNICK ELECTED SANTA CRUZ SUPERINTENDENT

Homer Cornick, formerly principal of the Davis High School and District Superintendent of Davis Elementary Schools, has been elected superintendent of Santa Cruz schools to succeed Roy Simpson, who resigned to accept the superintendency of the South Pasadena schools. Mr. Cornick had been in the Davis schools since 1923 when he was elected principal of the Davis Grammar School. At that time Davis had only a four-teacher elementary school and no high school. Pupils were transported to Woodland to high school. The fight for a high school district was carried on to the Appellate Court before the district was finally formed in 1925. In 1924 a high school class was formed as a ninth grade of the elementary school, and a new wing was built on to the grammar school to house the high school. When the high school district was formed, Mr. Cornick was elected principal, retaining the elementary principalship also. A seventeen-acre site was acquired, and a new high school classroom building and gymnasium were built. Mr. Cornick has served also as member and president of the Yolo County Board of Education from 1925-1935. He was released from his contract to accept the Santa Cruz superintendency in July, 1940.

Homer Cornick

Mr. Cornick was born in San Francisco and brought up in Alameda, graduating from the Alameda High School. He has his B.A. and M.A. from the University of California. In 1917 he enlisted in the U. S. Navy as Seaman, 2nd Class. He served through various ratings at San Pedro, California, and Pelham Bay, New York, and was commissioned as ensign. He taught at the Alameda High School, from 1920 to 1923.

The Davis elementary and high schools have had a fine record under Mr. Cornick's administration. Of the large number of high school graduates attending U. C., all but three in a ten-year period have remained in the top two-thirds of the U. C. freshman class. The elementary school has been used as a demonstration school for the activity type program by County Curriculum Director Emily Rothlin.

QUIET SCHOOLS

One of the greatest contributions the modern school can make to a pupil is to teach him how to concentrate. The adult, who has achieved this ability, little appreciates the difficulty experienced by the teacher and the pupil in training the young mind to confine its activity to a single subject. Noise or confusion of any sort makes it doubly difficult. Without doubt many pupils never acquire the ability to concentrate as they should. Great numbers of children found in "retarded" or "special help" classes and in institutions for backward children are obviously unable to concentrate to the same extent as the normal child. One of the most successful treatments for these backward children is to provide for them surroundings and conditions that are conducive to study.

Noise frequently interferes with accurate hearing. In reverberant classrooms an astonishing amount of class procedure is not heard correctly.

Teachers are in a peculiar dilemma with regard to noise. They realize the harmful effect; yet, if they are to conduct a class which is spontaneous and vigorous, they are confronted with unwanted confusion. If the teacher can have a classroom in which quieting material is installed, he will have a room in which hearing is easy and accurate. An industrious, lively, enthusiastic class no longer produces an uproar. The classroom becomes a place where life-long habits of concentration and industry may be formed.

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Field Bill Amendments

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Frank Dickson.....Taft
C. E. Persson.....Turlock
Harry Noland.....Salinas
Walter Fluke.....Downey

Civil Service

F. W. Robinson.....Long Beach
Mrs. Mildred Hale.....San Diego
Mrs. Mildred Bevil.....Sacramento
Mr. John J. Allen.....Oakland
Mr. W. L. Blair.....Pasadena

Teacher Tenure

Mr. John J. Allen, Jr.....Oakland
Mrs. Pearl Shreve.....Palo Alto
Mr. G. W. Brundage.....Auburn
Mrs. Mildred Wohlford.....Escondido
Mr. N. F. Bradley.....Visalia
Mr. W. H. Fothergill.....Martinez
Mr. E. P. Stone.....Pomona

Research

Dr. John C. Almack.....Palo Alto
Mr. Clifford Dodds.....Santa Paula
Mrs. Hildegarde Steaffens..Paso Robles
Mrs. Ellis Giacomazzi.....Santa Paula

Legislative:

Members of the Executive Board and an equal number of appointed members.

INCREASED INSURANCE SAVINGS TO SCHOOLS

An item always of interest to those responsible for the care of public property is the matter of insurance cost. It was interesting to note, therefore, that during the past year the Hardware Mutual Insurance Company of Minnesota increased its dividend return to schools from 40 per cent to 45 per cent on properties under fire protection. This is the highest dividend return to schools in the company's forty-one years of history.

The Hardware Mutual Insurance Company of Minnesota has an interesting background. Being the first company of its kind, it is frequently referred to as "The Original Hardware Mutual." Although organized in Minnesota in 1899, it now operates in all states. Offices are maintained in San Francisco at 417 Montgomery Street, with branches in Portland, Ore., and Los Angeles.

Arvin School, in southern Kern County, has prepared for an opening attendance of six hundred students, and has added six new classrooms during the month. Arvin School is in the center of the cotton belt and has more than trebled its attendance within the past few years.

THE SAN FRANCISCO PUBLIC SCHOOLS BULLETIN of June 3 announced: "Dr. Edwin A. Lee, former superintendent of public schools in San Francisco, has been named by Robert Gordon Sproul, president of the University of California, to be dean of the School of Education on the Westwood campus of the University of California at Los Angeles.

"Announcement of the appointment was made in San Francisco on Friday, May 24, after a meeting of the Board of Regents of the University and was received by Dr. Lee's many admirers with satisfaction as it brings back to California an outstanding American educator.

"The appointment was in recognition of the work done by Dr. Lee since he left his post in the field of vocational education at the University of California to become superintendent of public schools in San Francisco, which he left to accept the directorship of the National Occupational Conference. In the past two years he has served as professor of education at Columbia University.

"The current issue of the American Vocational Association Journal and News Bulletin pays high tribute to Dr. Lee's work in the field of vocational education. In his new post Dr. Lee succeeds to the vacancy created by the death of Dr. M. L. Darsie. Dr. J. A. Bond has been acting dean at Los Angeles for the past semester."

MORE EFFECTIVE SCHOOL ADMINISTRATION

By Oliver R. Hartzell

Democracies are accustomed to changes in their institutions. These changes, it appears to many, come only too slowly; to others the changes seem only too frequent. Regardless of our personal attitudes, each group will agree that changes should be made whenever there seems to be a definite need for improvement, or when it is clearly shown that evils, injustices, and inefficiencies exist. Our own Declaration of Independence introduces this idea with the words, "When in the course of human events it becomes necessary," etc. The course of human events in California has wrought many changes since the present school system was adopted. These changes, no matter how beneficial, usually necessitate adjustments in our social and political institutions. It certainly will not be questioned that during the past fifty years there have been vital changes in our economic system, in our industrial system, in our transportation and communication systems, as well as in our social and domestic institutions. The home holds a different place in our lives, the factory holds a larger place in industry, trade is world wide, distances have been reduced, and news is immediately available to all. The ways of the world are vitally different from those of half a century ago.

Profound changes such as these, and many others, must be met by corresponding changes and adjustments in our political, social, and educational institutions. Many of these adjustments have been made in the educational field, especially such as could be made strictly within the school system itself. Witness the changes made in the schools in their courses of study and in their methods of instruction. But in those fields which are not confined solely to the schools, but involve the political and legislative fields as well, the adjustments have lagged.

In this field there are a number of problems which the school people are not in a position to solve, since other agencies and institutions are involved. Among these problems are the following: the selection of text books — such selection to be solely on the basis of their educational worth to the children; teacher tenure—the retention of a teacher's service only so long as the teacher's service is of real value to the child, comparable to the value of other available teachers; the reduction in the costs of school insurance—the state school system is now large enough to carry its own insurance, as the federal government does, and as large private corporations do; the appointment of teachers and the fixing of their salaries strictly on a merit basis; and the elimination of political influences from the determination of school problems. Public opinion must always be the determining factor, but the influence of an active minority or of self-seeking groups should not be permitted to influence decisions involving child welfare and the services the school should offer the child, nor should petty personal politics determine the selection of a teacher. Political expediency should not force a governing board to act contrary to its best judgment nor at variance with the best interests of the children.

Certainly no change which might be suggested could possibly be expected to correct all these defects. Perfect human institutions are not to be expected, but improvement of our institutions must be expected, and it is not only our privilege but our specific duty as citizens of the American democracy to propose or sponsor such changes in our institutions as shall appeal to our intelligence as being necessary or worthwhile.

It seems apparent to many educational administrators and leaders, both lay and professional, that one prime desirable feature should be the entire elimination of politics from school administration. By politics in this instance is meant partisan politics which acts on the principle that "to the victors belong the spoils."

Another desirable feature appears to be the establishment in each school unit of a strictly professional administration —an administration freed from the necessity of compromising with local pressure groups, and yet sufficiently responsive to local wishes so that policies and school programs will accord with vital local needs. Matters pertaining to personnel and educational methods should be left to the judgment of professional men and women, while matters of finance, policies and the broad general principles of the local program should be left to the local governing board and the state legislature.

To accomplish the first of these objectives, namely, the elimination of politics, the office of State Superintendent of Public Instruction should not be elective, nor should the State Board of Education be appointed by the Governor; and to accomplish the second objective, namely the elimination of political influences from local administration, the school superintendent or other administrative head of each local school unit should to a certain degree be independent of the local governing board. This should not amount to entire independence so as to result in a double-headed administration, but definitely a limited independence, confined strictly to professional matters, and not involving finances nor the broad policies of the local community as more specifically set forth above.

To accomplish these two objectives it is obvious that certain organizational changes would first have to be made. These would involve both legislative enactment and changes in our state constitution.

At the present time the members of most school district governing boards, in California, are elected at "school elections." These elections are conducted at a time when no other elections are held. It is the effort of the people to "keep politics out of their schools." Only in cities are members of the city boards of education elected at the time other city officials are elected, or else these members are appointed by some designated city official or body. In some cities there is a combination of the two plans. The first step would be to provide for the election of all school board members at school elections.

The school law now provides for an annual convention of school trustees in each county. It is proposed that at these conventions there shall be elected from the membership of each county convention a number of representatives to a state convention of school trustees, the number of representatives to be in proportion to the Average Daily Attendance of the schools of each county.

The State Convention of School Trustees should elect the members of the State Board of Education, and the State Board of Education should appoint the State Superintendent of Public In-
tion.

Another function of the State Convention of School Trustees should be the consideration of policies for the en-

tire state and the formulation of recommendations to the various school boards of the state, together with the recommendation of legislation for the consideration of the state legislature, as well as the sponsorship of, or the opposition to, certain proposed legislation.

In order that the local administrator shall not become an autocrat, he should not be given authority to discharge a teacher, but only to recommend such action to the local board. The board could accept or reject such a recommendation, and the teacher in case of dismissal should even then have the right of appeal to the state authority.

On the other hand, the local board should not have authority to elect a teacher except on the recommendation of the local administrator, and the board should have the authority to reject any recommendations and demand still others. In other matters of a strictly professional nature the local board should have authority to act only on the recommendations of its administrator, but in matters of general local policy or finances the board should be empowered to act independently.

It may be that objectives set forth in the proposals here presented can be better obtained through other means, or by variations of the plan set forth herein. However, it seems more apparent with each passing year that some constructive plans must be soon adopted if the progress of education is not to be retarded, and if the best interests of the childhood of California are to be more effectively advanced.

Students returning to their studies at Wasco Union High School will find a number of interesting changes have taken place during the summer months. Of first importance is the addition of a public address system, which will serve the gymnasium, athletic field and auditorium. Two new courses are "Home Problems" and "Photography."

Antelope Valley Junior College is fast forging ahead with its courses of study designed to give students practical training and experience. A number of new courses are being added this year, both in the Science and Commerce Departments, as well as advanced courses in photography and cinematography. Preliminary plans have been completed for the establishment of a CAA flight training program.

BUILDING OF SCHOOLS IN CALIFORNIA

By Norman R. Coulter, *Architect, San Francisco*

When I was a boy, the building of schools was not the complicated matter that it is today. No great amount of thought was given the project, and most of the buildings were very simple, four-wall affairs poorly lighted, with a stove in the center of the room and painted blackboards. The plumbing facilities, a rough shack outside—most aptly and poetically described in the famous poem by J. Whitcomb Riley.

Nowadays the school house of even the most isolated place in California is a palace in comparison. While we taxpayers pay a big price for our school buildings, we are getting structures that are well built, well lighted, heated, ventilated, with modern plumbing, making a pleasing, comfortable place for teachers as well as pupils.

Owing to the so-called Earthquake Law that was passed in this State in 1933, all school buildings now being built are of such strength of design that there is practically no danger to be expected from even the most severe earthquakes.

The building of schools, studied in detail from the time the necessity for the building is felt until it has actually been completed and put in use is a most interesting subject, especially to districts which are beginning to realize the need for new structures.

CHANGES AMONG SAN FRANCISCO ELEMENTARY PRINCIPALS

Some of the changes and promotions among elementary principals in San Francisco are as follows:

Mrs. Edith Cochran was transferred from the principalship of the John Muir Elementary School to that of the Commodore Sloat Elementary School, succeeding to the vacancy created by the retirement of Miss Elvina L. Berard.

Succeeding Mrs. Cochran at John Muir will be Miss Aileen McCarthy, formerly principal of the Laguna Honda Elementary School.

Miss Muriel Roberts, formerly vice-principal of the West Portal Elementary School, was promoted to the principalship of the Laguna Honda School.

Miss Susie J. Convery, principal of the Monroe-Excelsior School, has been transferred to the Commodore Stockton Elementary School.

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Mrs. Katherine F. Jensen, vice-principal of the Raphael Weill School, will be advanced to the principalship of the Cleveland Elementary School.

Clara H. White, principal of the Jefferson Elementary School, San Francisco, was appointed as principal of the West Portal Elementary School to fill the vacancy left by the sudden death of Charlotte Estes.

OLIVER E. BROWN NEW SUPERINTENDENT AT GILROY

Newly installed as District Superintendent of Gilroy Union High School and Elementary Schools, Oliver E. Brown brings to his new position a wealth of experience gained during his seventeen years as principal of Orestimba Union High School of Stanislaus County. His early education was at Oregon State College, from which he graduated in 1921. He has since done graduate work at both the University of California and Stanford.

Always an enthusiastic leader of young people, Mr. Brown was awarded the Boy Scouts of America Silver Beaver Award for distinguished service to boyhood, as a result of many years of work in that organization. His professional memberships and activities have included active work in the CTA, Secondary School Principals of California, N. E. A., and Public School Business Officials' Association, and he also has found time to serve as an officer in the American Legion.

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Book Reviews

From Ginn and Company

YOU AND YOUR READING by Evelyn L. Stovall. Price, $1.32. This new, fresh collection of well-written story material provides interesting reading for students whose skills and vocabularies are not up to the level of their reading interests. The vocabulary of the early selections is of fifth-grade level and gradually increases in difficulty. The subject matter is such that students of the seventh grade and up will find it good reading. The range of reading material, chosen for its appeal to various interests, is wide in mood, in experience, in the countries and peoples represented, and in difficulty. The stories, beginning where the pupil is, enlarge his horizon of interest. Reading techniques are introduced in the exercises which follow the reading selections. After the student reads a selection he is given a test for comprehension and an exercise on some reading technique. The exercises grow naturally out of the reading selections and increase in difficulty as the selections do. The book is designed to polish skill in three types of reading: thorough reading, speeded reading, and associational and independent reading. An introductory page enables the teacher to trace the three types of reading as they occur in various places throughout the book, for practice on various techniques is offered at intervals rather than in arbitrarily divided units Among the authors in this book are: Mark Twain, Ruth Bryan Owen, Charles Kingsley, Phillips Brooks, Edward Everett Hale, Vilhjalmur Stefansson, Henry Wadsworth Longfellow, Kate Seredy, Arthur Ransome, and Michael Pupin.

From Bureau of Publications, Columbia University

DEMOCRACY AND EDUCATION IN THE CURRENT CRISIS. Single copies, free. Copies in quantities, $1.80 per 100. This manifesto, issued by the Faculty of Teachers College, Columbia University, contributes to national unity by emphasizing the need for a clearer understanding of democracy and its implications and for a greater devotion to it. It lists concretely the assets of democracy which we must defend and extend. It emphasizes that democracy is not the inevitable result of natural forces, that it does not perpetuate itself automatically, that the meanings, faiths, attitudes, and habits inherent in the democratic way of life are not given at birth. Education therefore must provide the most effectual conditions for the young to attain the equipment in knowledge and in attitude necessary to carry on the democratic way of life.

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INTRINSIC VALUES

Ideals, courage, self-reliance, skill — the characteristics designated by these words are sorely needed by every citizen today. Although this is a rich nation, these are things that cannot be bought with all our money.

It is well for us to check ourselves at times to see if we are losing some of those things which no wealth can purchase.

VIRGIL E. DICKSON,
Superintendent of Schools,
Berkeley, California.

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
A Science Unit: Exploring the Outdoor World, Maurine Eccleston 10
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

October, 1940

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California Teachers Association

36,417 California teachers enrolled in 1938 as members of California Teachers Association.

Through the cooperative effort of many teachers who are loyal to the work in which they are engaged, teaching has become a real profession in California.

Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

86% of the teachers of California this year paid their share so that no backward step would be taken.

14% of the teachers of California have paid no share in the maintenance program which has materially helped to bettar their teaching conditions.

California teachers enjoy the best teaching conditions in the United States.

It can be stated positively that without California Teachers Association there would be:

1. No constitutional guarantees for education.
2. No constitutional fixed charges for education.
3. No school district control of school budgets.

It can be stated positively that California Teachers Association is responsible for:

1. Good tenure conditions.
2. A fair teacher retirement system.
3. The highest minimum salary law ever provided by a state for its teachers.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave.
2. Sick leave salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.

No other state of the Union has such progressive and liberal regulations.

California Teachers Association has piloted the way for many of the progressive educational movements of the United States.

Its committee activity has inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. The highest certification qualifications of the nation, guaranteeing to every child in the state a well-trained, well-educated teacher.

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1. Service of the officers of California Teachers Association.
2. Sierra Educational News, official magazine, ten times a year.
3. Information concerning educational and legislative affairs.
4. Legal opinions from an efficient, well-trained attorney.
5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
2. Opposition to every movement which would endanger public education in California.
3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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Jottings of a Traveling Bookman

By W. M. CULP

With the release of the 1940 census figures Los Angeles City and Los Angeles County have been shown as centers during the last decade where increase of population has far outstripped other sections of the United States. In this area over 500,000 people have been added to one of the fastest growing areas in the country. This has doubly accentuated the school problem, for in this decade occurred one of the worst earthquakes within the history of California, which necessitated the rebuilding or restrengthening of practically every school structure in order to bring these buildings up to rigid State earthquake resistance standards. It has also called for an increased personnel both in city and county schools with leadership attuned to the educational needs of a growing and varied school population. In the city of Los Angeles Superintendent Vierling Kersey is handling the problem realistically, and in the county Superintendent A. R. Clifton has this summer put through a reorganization of his department keeping in mind the increased educational demands of the county schools and modern approaches in the solving of current educational problems.

Superintendent A. R. Clifton, in his reorganization of the office of Los Angeles county superintendent of schools has brought into being economy of effort and expenditure coupled with an increased integration of the work of the several departments under which the county educational program functions. Two assistant superintendents aid Superintendent Clifton: Dr. Clinton C. Trillingham is Assistant County Superintendent and Director of Secondary Education, and Robert Bruce Walter is Assistant County Superintendent with varied assignments dealing with administrative duties such as supervision of elementary schools, headship of the Teacher Placement Bureau, supervision of administrative problems in consultation with the deputy county counsel, in toto, a general administrative assistant to Superintendent Clifton. All of the work of the County Department may be divided into two groups of divisions, one dealing with administrative and business problems, the other with professional educational problems. The first group is responsible for interpretations of existing law and the execution of their provisions such as that of the Certification Division, Budgets and Elections Division, Paying Division, Retirement Salary Division and Attendance Division. The divisions of the second group, dealing mainly with educational problems, are: the Division of Elementary Education under the direction of Mrs. Lorraine M. Sherer; the Division of Secondary Education in the hands of Dr. Trillingham; and the Division of Administrative Research and Guidance under the headship of Willis W. Clark. This Division ties in with the Divisions of Elementary and Secondary Education in assisting the members of those departments in solving difficult problems. The Division of Attendance Supervision and Child Welfare is under the direction of John R. Hunt.

Los Angeles County with its 114 elementary school districts, 36 high school districts and 8 junior college districts represents a motley group of schools with wide divergence of problems economic and educational. In the California set-up large city school districts and county schools of 300 A. D. A. and over have out of State funds money available for the hiring of their own supervisory forces. The office of the county superintendent of schools merely provides supervision for those schools of less than 300 A. D. A. It is Superintendent Clifton's idea this year to make available county supervision services by cooperating with some 43 of the largest elementary districts of the county having 1279 teachers and over 40,000 pupils enrolled. These schools in the past have had no systematic county aid, but by voluntary cooperation Superintendent Clifton is making offer of county aid in the attempt to solve their common problems. Staff members have been added to county educational departments with this idea in mind.

In this co-ordination work the Divisions of Elementary Education, Secondary Education, and Administrative Research and Guidance are closely cooperating. Mrs. Lorraine M. Sherer, Dr. C. C. Trillingham and Willis W. Clark, of the three divisions respectively, have unified their forces and have the following objectives in mind. They are working toward a continuity of educational program in the large and small schools in order to make the transfer of children easier. They aim to help districts adapt courses of study to local needs while keeping them in harmony with the whole county educational program. They hope to bring about closer co-ordination with the high schools in order to bring a smoother transmission between the grade schools and the high schools. In this time of crisis they will attempt to examine the educational programs to see if the social studies program is really equipping children for citizenship and if it is engendering loyalty. They hope to see that the underlying principles of American life are made evident to all of the county school children. They will stress Art, Music, Literature in an effort to make it a definite part of the individual in his use of leisure time. They will examine the role of recreation and physical fitness from the kindergarten through the high school in its part of educating the whole individual for daily life. And not least they will reinforce and demonstrate the ways of teaching the three R's. In brief, more teaching of less and less, rather than less teaching of more and more, might be said to be the basis of the coordinative effort. The pendulum of educational thought has been stopped forcibly recently by the realization that it is trained men and women that the present world

needs badly and that it can only be achieved by specific training.

In order to assume additional duties of carrying out this program, the Division of Elementary Education under Mrs. Sherer has added several staff members. These members are of two types—those coordinators and supervisors paid by the County Superintendent's office, and those remunerated by several districts who band together to employ a supervisor, who works under general county office direction. Coordinators and rural supervisors are assigned on the basis of high school districts in order to coordinate the work more effectively with the secondary division. The County Superintendent and County Board of Education have added three new coordinators to work with the larger districts in the county. Among the new staff members is Mrs. Marie Hughes, who has just received her Doctor's Degree from Stanford University. Mrs. Hughes did an outstanding piece of work in New Mexico the past few years as Head of the State Curriculum Work of New Mexico at the University of New Mexico at Albuquerque. William Cowan, trained at San Jose State Teachers College and Stanford University, has previously been a teacher and principal in Burlingame. He is especially trained in the social sciences, reading, and manuscript writing. Marian Jenkins, for the past few years supervisor of cadet teachers at Whittier College and an instructor in education at that institution, will serve as a coordinator in the Whittier area. Mrs. Howardine Hoffman, formerly supervising principal of Chino Schools, will continue her work with the supervision of five large districts, and in addition will act as a part-time coordinator for those schools.

To take care of rural schools, in which enrollment has been increasing, and to fill a vacancy left by Helen Sue Read who has left the County department to be a training teacher with Corinne Seeds at the University of California at Los Angeles, Superintendent Clifton has added new members. Grace Adams, senior rural field assistant, will continue with rural supervision, and in addition will serve three of the larger districts. Sue Erwin, principal of the Temple School, and Helen Doak, principal from San Gabriel, who have worked for a number of years with Mrs. Sherer in connection with curriculum development, have been added to the staff. Mrs. Margaret Smith, training teacher from the Sawtelle Boulevard School, which works in connection with the University of California at Los Angeles, will serve as a part-time rural supervisor and part-time contract supervisor with large districts. Mary Cryan, vice-principal of Los Nietos, will continue her work at Los Nietos, and in addition will be a field assistant to the Clearwater District. W. J. Cagney will continue rural supervision of the Antelope Valley, and Melvin Neel the supervision of certain of the rural schools, in addition to administrative work.

Assisting Mrs. Sherer in her course of study work will be Marion Israel, formerly in charge of the Visual Education Division of the Los Angeles County Schools, a department that has been eliminated, and Bernard J. Lonsdale who has for several years been a member of the division.

Course of Study work will again loom large this year in the Los Angeles County educational program. As in past years the work on the Course of Study of the first eight grades will be under the general direction of Mrs. Lorraine M. Sherer. Last year some 1300 teachers took part in curriculum discussions and received aid on curriculum problems. The work this year will receive the benefit of research Mrs. Sherer carried on at the University of Chicago for four months last spring under Dr. Daniel A. Prescott, who directed the work there of the Division on Child Development and Teacher Personnel Commission on Teacher Education of the American Council on Education. This group of educators had available a vast amount of material both published and unpublished concerning the problems of the education of the adolescent child. Mrs. Sherer, the only public school administrator present with the exception of two psychologists from Philadelphia, had the aid of two stenographers to gather the material that will be used in the making of the new upper grade course of study for the Los Angeles County schools. The new primary course of study, "Their First Years in School," started this year, was the first course of study in the United States to be based upon The Emotions Report of this Commission by Dr. Prescott, and the new upper grade course will be one of the first in the country based upon both the Emotions Report and on scientific studies of physical, social, and mental growth. Dr. Prescott, one of the country's most eminent scientists, believes that education focused exclusively on facts not only fails to teach how to think but actually defeats this purpose. He thinks application of scientific findings on child development and education, careful personnel work among teachers and pupils, and a more sympathetic attitude on the part of the public are needed to overcome unhealthy emotional climates of the schools. He states scientific study of human development suggests that attitudes, value concepts, esthetic appreciations, moral ideas and the sympathetic understanding of other human beings have a more important bearing upon success, upon mental health, upon sound character and upon good citizenship than any factual learnings. The findings of science suggest that when attitudes, value concepts and social and esthetic appreciations are sound, there is a strong and effective motivation to the necessary factual learning. Further, he said research results imply that where attention in school and at home is focused primarily upon the factual learnings, very undesirable attitudes and value concepts are likely to be learned incidentally. These findings cast serious doubt upon the appropriateness of many traditional curricular tasks for developing the maturity of children now burdened with those tasks.

In keeping with this new course of study work Superintendent Clifton and Mrs. Sherer, in scheduling the county institute programs that commence in October and continue for several months, have secured speakers who will stress to the county teachers late findings upon the solution of adolescence problems. Among the speakers to be heard are Dr. Herbert N. Stolz, Director of Guidance, Oakland Public Schools; Dr. Daniel A. Prescott, University of Chicago, Head, Division on Child Development and Teacher Personnel Commission on Teacher Education, American Council of Education; Dr. Mary Fisher, Department of Child Study, Vassar College; Dr. Harold Jones, Director of Child Institute, University of California, Berkeley; Dr. Jean Macfarlane who is directing the eighteen-year Berkeley Study; Dr. Carolyn Tryon, Collaborator of the American Council of Education, Washington, and others.

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Western School News

Edited by MORRIS WAGNER

PROGRESS OF CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

In late September and early October three major conferences of deep educational significance were held by California school associations. Not the least of these was that of the youngest group in point of organization, though its members represent the first and most responsible group in point of public school history in the United States—the trustees. The California School Trustees Association, organized in 1931, held its tenth annual convention in San Diego. Mrs. Florence C. Porter, who had charge of the convention, has been the executive secretary since its organization. At this convention there was a recapitulation of the accomplishments of the last ten years.

Florence C. Porter

The Association has progressed, not only in membership, but in practical accomplishments. Some years ago it published a digest of the school code which is used widely by administrators as well as school trustees. Each year its yearbooks are carefully compiled to form a text for school trustees. This year there will be two books. The Association's code of ethics has been used as a pattern for similar documents in other states. Until the organization of this Association there was no material available by which trustees could inform themselves of their duties upon taking office. Through the efforts of Mrs. Porter there are now available several books and other materials.

The California School Trustees Association exemplifies true democracy in its organization as its success has been gained because of the cooperation of trustees in different parts of the state and their willingness to work on their own time and at their own expense.

Mrs. Porter is also president of the National Council of State School Boards Associations. She will attend a meeting of her executive board in Chicago on November 13.

SUMMER WORKSHOP OF LOS ANGELES CITY SCHOOLS

The *Los Angeles School Journal*, week of September 23, reports: "The Summer Workshop of the Los Angeles City Schools resulted in accomplishment beyond all expectation. Attended regularly by 800 teachers, principals, supervisors, and superintendents, the Workshop afforded opportunity and experience never before available in the school system. All kinds and varieties of activities were carried on and many types of interest were apparent from the numerous kinds of work in which the workshoppers were engaged in the area of professional interest. There were groups working together on language arts, health problems, journalism, library service, physical education, fine arts and crafts, community resources, elementary and secondary curriculum and many other fields of study too numerous to list. Many of the activities were unique and extremely interesting to the participants, some of which were as follows:

"264 persons participated in actual work in the arts and crafts.

"More than 3,000 new books of educational and current interest were circulated among the students.

"16 different excursions were conducted to various points of interest in our community.

"Dozens participated in sports activities such as archery, badminton, bowling, folk dancing, tennis, swimming, hiking, etc.

"In response to the current emergency, 75 men and 50 women organized separate groups which listened to authorities and made studies of various aspects of the emergency situation and national defense.

"One group took a course in typewriting.

"Most important of all was the experience and opportunity to work, lunch, study, and recreate together for the purpose of self and professional improvement.

"The Los Angeles City Schools Workshop was a milestone of professional progress in this city."

Besides this summary there are interesting articles on specific phases of the Workshop in this issue of the *Los Angeles School Journal*. These include: "How Did You Like the Workshop?" by William B. Brown, Director of Curriculum; "Fun in Fine Arts," by Verne L. G. Wilt, Chief Dentist, Health Service Section; "Carefree Learning," by Beeda A. Metcalf, and "Positive Satisfaction," by Marjorie Billings.

Superintendent Vierling Kersey's message to Los Angeles teachers in this issue contains this statement: "No one welcomes the current attitude of the American people as much as do the teachers. How we have awaited the time when parents and citizens would again recognize school, youth, and training as a period in which we learn, struggle, and work—where we learn of hardship and the need to develop strength and the determination to master it. Gone are the days when we advocate education as something to make life easy. Passed is the period during which the older generation struggles to give the younger generation an education so that life will be all pleasure. Education today is to help us to do more, to work harder, to master more difficulties, not to take life more supinely. What a challenge for us and what an assignment! Our first part in the defense program directs that we must strike an offensive blow against irresponsibility, passive Americanism, and soft living."

California Association for Childhood Education will meet for its seventeenth annual study conference November 22 and 23 at Fresno. Dr. W. Ballentine Henley, University of Southern California, will deliver the theme address, "Enlarging Opportunities for Teachers in Service." Miss Alice Ross Livsey, president of California A. C. E., will preside. Leading educators throughout the State will head fourteen study groups under the direction of Helen Heffernan. The study group leaders will also conduct a symposium at the Saturday morning general session. "Public Relations and Legislation" will be the topic at the luncheon, with Ida May Lovejoy and Arthur Cory as speakers. Following a business meeting excursions to Friant Dam and to Firebaugh Federal Migrant Camp will be offered.

The Downtowner reports: "The Emerson Flag Company has been turning out an average of 2000 flags daily since February of this year. This is the greatest number of 'Stars and Stripes' manufactured per day in San Francisco for twenty-odd years. A 200 per cent greater number than last year."

NEWS NOTES

Colonel David P. Hardy, deputy superintendent in charge of physical properties, San Francisco public schools, has been summoned to active duty as commander of the 250th Coast Artillery. Colonel Hardy began his military activities prior to the World War when he was a member of Company D of the National Guard while assistant commandant of the Mt. Tamalpais Military Academy. In 1916 he saw service on the Mexican border as a first lieutenant of infantry, and later was named captain of the Coast Artillery. After the World War, in which he served during the entire period, he reestablished the Coast Artillery and was named major on October 15, 1921. His

Colonel David P. Hardy

sustained interest won him promotion to lieutenant colonel in 1924 and in 1938 he succeeded to the vacancy caused by the promotion of Colonel R. E. Mittelstaedt. He is known to his associates as the best rifle shot in his organization if not in the United States. In the official rifle matches at Camp Perry, Ohio, annually he has carried away first honors in successive years.

Colonel Hardy will establish headquarters at Camp McQuaide near Santa Cruz in his new assignment, which involves establishment of a camp designed to care for 2000 men. At present about 900 officers and men constitute the 250th Coast Artillery.

While Colonel Hardy is absent from his post in the school department John F. Brady, chief deputy superintendent of schools, will assume the duties of his office.

Bruce L. Zimmerman, principal of the Burbank Junior High School in Berkeley, more than a year ago, before the present emphasis on the morale of our citizens made the statement that the greatest need of democracy today is the feeling of personal responsibility on the part of every citizen and that the development of this same responsibility should be the first call upon the schools. His program at that time was placing the greatest emphasis upon the development of this personal responsibility of students.

Mr. Zimmerman is a man of army training and experience. He went into the army immediately upon completing his high school work, and was discharged in December, 1918. He comes from a teaching family, and deciding to carry on in this field, took the county examination in January, 1919 and taught two and a half years in the Highland Grammar School on a county credential. In 1921 he returned to his studies and secured a junior high school credential after regular sessions in summer school courses at U. C. and other institutions. He began his regular teaching in Berkeley in 1923 at the Garfield Junior High School, was there for seven years as teacher and counsellor, then became director of visual instruction for two years in the Berkeley Schools, and for seven years was principal at the Longfellow Elementary School. He secured his A. B. in 1924 and his A. M. in 1925.

Clifford J. Mattox, formerly teacher of mathematics in the Arrowview Junior High School, is the new principal of the Rialto School which is part of the San Bernardino City junior high system. Mr. Mattox comes originally from Washington where he graduated from Washington University. He had been in the administrative field of education before coming to California to study at Stanford in 1929. His last position before leaving Washington was the principalship of Edison High School in Skagit County. The years 1929 and 1930 being what they were, Mr. Mattox took a teaching job at Rialto where he now has returned as principal.

W. P. Dean has been in the San Bernardino Schools for thirteen years as principal of the Highland and the Arrowview Junior High Schools. Arrowview is the second largest of San Bernardino's six junior high schools, having an enrollment of some 650 students. Mr. Dean was formerly principal of the intermediate school in Modesto and later assistant superintendent of schools in charge of elementary schools.

Stephen Bradford Davol, for nearly thirty-five years a director of Houghton Mifflin Company, and manager of one of its largest departments, died September 20 at his summer home at West Rindge, New Hampshire. Mr. Davol entered the publishing house of Houghton Mifflin Company as an office boy immediately after his graduation from Williams College. Not long after he came into the house he became connected with its Educational Department. The great growth of that end of the business is to no small extent due to his diligent service over a long period of years. When the partnership was organized into a corporation in 1906 he was immediately made a director and had continued to be one ever since. Combined with wise judgment he had a personality and a keen sense of humor which made him beloved by all who worked with him.

Martinez has increased in enrollment approximately three per cent per year, a small but steady growth. The enrollment is now 980 with an expected increase before Christmas. A new teacher was added to the staff this year in the Mountain View Primary School which is the new unit built last year. Three more rooms are being added to this unit, making a total of seven rooms. The Mountain View School is in a new residential district which is building very fast. The first grade at the present time enrolls forty children.

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IMPRESSIONS OF THE STATE FAIR AT SACRAMENTO

By Charles L. Geer

The Sacramento Fair is advertised as the largest State Fair in the United States. There were a very great many fine large buildings twenty years ago, and it has grown a lot in that time. The Educational Building, built three years ago, after a fire had destroyed the old building, had a great deal of work done on it this last year. The whole building was streamlined and has new concrete and asphalt floors.

To me the greatest change in the last twenty years has been in the matter of dust and dirt. Even ten years ago the amount of dust brought in by the hundreds of thousands of feet (each person has two feet you know—nature at times seems entirely too prodigal) would be unbelievable if one had not been there to sweep it out. It was not unusual to get a water bucket full of dirt out of the exhibit. Furniture and showcases had to be wiped off at least once an hour. This past year I have seen exhibitors put the exhibit in place and leave it the eleven days of the Fair. If they had done that ten years ago they would have had to hunt for it with a shovel. Fine walks have been built all over the place and kept watered with chemicals. Cars are now parked on fields which are alfalfa fields the rest of the year.

The Fair management has always done a fine job in appointing people in charge of the Educational Building. Jane Amundsen was in charge for a great many years (as far back as I can remember). During the past two years Margaret Ferris has been in charge with Jack Lee in immediate charge of the building. These people have all been kindly, helpful, and gracious. The State Department people have always been on hand to make the educational exhibits a success. Dr. Ira Kibbey has worked at the Fair as long as I can remember. Dr. Walter Dexter visited the exhibits this year. The more I see of Walter Dexter the easier it is for me to see why he won every one of the fifty-eight counties. You remember he even won the City of San Francisco which does not always look kindly upon candidates from Southern California. Among others from the State Department who visited or helped out were Hal Orion, School House Planning and Dr. Charles W. Bursch. Adult Education had a nice show. P. T. A., Girl Scouts and Boy Scouts were all represented.

Among schools of which I took particular notice were the Gustine High School and Gustine Grammar School. Principal Cass was present several times, and a number of his staff visited the Fair. Martinez High School had a very fine art exhibit. Lodi High School had an excellent woodwork exhibit. Bakersfield High School had its usual splendid exhibit under the management of George Gur. George has been coming for a good many years, but more of him later. Grant High School had a fine live exhibit, students working with pottery. Sacramento schools had a very lovely exhibit—not in competition since most of the judges were from Sacramento. Both Superintendent Nelson of Bakersfield and Superintendent Dr. Jerome Cross of Santa Rosa dropped in to see and admire their exhibits. For the past two years the Santa Rosa exhibit has been in charge of E. R. Anderson.

George Gur, E. R. Anderson, and Charlie Geer spent the eleven days of the Fair in commenting upon each other's exhibits and upon the personalities of those in charge. Each one apologized at the very beginning so that in case any kind or sympathetic statements were made about their exhibits, these remarks would not be taken seriously. When ribbons began to appear on the exhibits each one rejoiced that something was being done to cover up the others' deficiencies and imperfections. Too bad the ribbons were not larger!

The handling of a State Fair exhibit means from ten to sixteen hours a day on the job—tiresome in some ways and very interesting in others. Naturally those who were the most interested in the exhibits were teachers, and some of them would spend hours with notebook in hand taking down notes which could be used at home. Most of the visitors merely walked down the aisle glancing from right to left and left to right. When a visitor took time to check over exhibits carefully, this showed me she was a teacher. We were all very happy when a visitor took time to study the exhibits and take notes.

Naturally most of the exhibitors were from Northern California, and some of the larger school systems are not represented every year. I think they are missing something of use to their schools. However, there are enough materials of all kinds to interest any good teacher who is looking for something to bring back to her room or classes. Principals and superintendents would do well to spend some time at the Fair. It gives them a gauge by which to measure their own school work and gives them ideas to bring back to their own schools. No one school has a monopoly on good ideas, and one can take the other fellow's ideas without leaving him any poorer. Personally I think the State Fair is well worth while or I would not have called "Present" for the past twenty years. I am through with teaching of all kinds but probably will take care of the Coalinga exhibits for some time to come.

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STATE SCHOOL SUPERVISORS' CONFERENCE AT PASADENA

October 2-5

By Alice G. Mulcahy
President, San Joaquin Valley Section, C. S. S. A.

Supervisors everywhere—all over the place. From all over the State of California. Eating. Looking at exhibits. Greeting old friends and making new acquaintances. Enthusiastically discussing meetings just attended and anticipating those yet to come. Everywhere supervisors talking. But a serious-minded group of people with a real purpose in mind.

There were right ways of doing things and supervisors wanted to hear and see, to ask questions, and to find out the answers. Opportunity was rampant.

Lectures, music, exhibits, section meetings with presentations, panel discussions by experienced leaders, and workshops galore. Workshops in almost everything. In music, art, rhythms, reading, construction, blocks, speech, radio and visual education. Guidance, attendance, and curriculum co-ordination came in for their full share of attention too.

Right at the start, from the opening address by Dr. Sexson on "The Role of Education in the Defense of Democratic Principles," the keynote was struck and reverberated through the entire conference. Schools were needed and were being used in furthering the defense for democracy. Schools must change to fit our national emergency. Even teachers must change. Only by having accurate knowledge, right attitudes, sane thoughts and a spirit of sacrifice can the insidious enemy from within and belligerent forces from without be combatted. School people must be co-operative, loyal, and sincere. They must show their firm belief in the principles of American democracy.

At another general session "Learning Experiences Likely to Prove Developmental to Children" were discussed by four specialists. Gretchen Wulfing handled the Early Childhood stage, declaring that there is "no such thing as a standardized set of behavior for a certain age." Children are individuals. Being different, they must be studied and dealt with as interests and needs arise, working always toward their maximum growth and development. This is a parent and teacher job. Miss Wulfing urged educators to "face the facts. Think through the causes of confusion and decide on needs for emphasis." Teachers must know what small children do when adult guidance is removed.

Corinne Seeds shared with us some experiences in dealing with children in the Later Childhood stage. From long observation and study she is convinced that children must be understood and guided with love and intelligence through their various stages. They must be encouraged "to think things through; to adjust; to share experiences; to plan and work together with resulting satisfaction."

Mrs. Lorraine Sherer handled the period of Early Adolescence in fine manner. She called this "The between grass and hay stage." Great growth takes place and it must be recognized and provided for by curriculum makers. Pupils are active and are more than concerned with *whom* they work and by *whom* they are taught.

Dr. Brown presented the Later Adolescence stage and showed how schools could meet this age level to better advantage. He contends that there isn't enough done with present problem-solving in the development of citizenship, physical vigor, adequate vocational guidance and training for industrial life. Young people should be so taught that they have a "fighting faith in democracy."

The Child Welfare supervisors dwelt on need for the public schools to take a more active part in promoting education in nutrition, in community health projects, in guidance, in correction of defects, in parent education, and in the problem of employment of minors. They believe there is greater need for more emphasis in child welfare work than attendance.

The Physical Education group voiced a necessity for more individual consideration rather than mass drill. In team games, especially at the elementary level, each child should have practice in playing all positions. The development of democratic spirit, mental poise, happy courageousness and physical fitness are the big objectives.

The workshop idea took the place by storm. In some one of the twenty different sections each and every supervisor found something of interest and profit. Many new ideas were shared and newer methods of using old material were shown. The most frequently voiced comment was one of regret that only one session could be attended. Music, art, rhythms, construction, blocks, reading, speech, radio, visual education, guidance, attendance, and curriculum co-ordination drew and held attention for hours. After being handled by experts, aided and abetted by enthusiasts, challenged by the unconvinced, defended by the long-experienced, many a person departed imbued with inspiration.

"Modern Educational Practices of Promise," covering fields in reading, industrial arts, creative writing, arithmetic, health, physical education, and parent education swung into the limelight on Saturday morning. Along the corridors and even in the foyer where the post-mortems were being held, one realized that the sessions had been thought-provoking, stimulating, and satisfying in definite help and inspiration.

The annual banquet was almost a "400" affair in numbers. It was graciously presided over by the president, Mrs. Louise Wickersham. All who attended were well repaid in every way: socially, esthetically, intellectually, gastronomically, and inspirationally. Dr. John Henry Lyons, as leader of the community singing, proved himself an able composer as well as a director. After the levity of the song fest the group listened spell-bound to Dr. Earl Harper of Iowa State University speak on "Functions and Values of the Fine Arts in American Life."

The new officers of the association democratically represent the city systems, the colleges, the Child Welfare group, and the rural schools respectively. They are: president, Gretchen Wulfing of Oakland; first vice-president, Dr. Verne O'Toole of Humboldt State College; second vice-president, Roger Walton of Stockton; secretary-treasurer, Mrs. Alma Wedberg of San Bernardino County.

Dr. Dexter, speaking on the co-operation given by the California schools to the National Office of Education, emphasized the desirability of a three-point program covering: (1) Elimination of illiteracy; (2) Education of aliens in the American way of life; (3) Adult education in the principles of democracy.

Helen Heffernan urged that the democratic way of living be allowed and encouraged in classrooms. Her earnestness, her convincing manner, the ring of sincerity both in voice and theme gave an added awareness to the tremendous task ahead now. "Democracy must come through education." . . . "Democracy with all of its problems is preferable to any kind of totalitarianism." Both these statements caused many a supervisor to think twice then and to keep on thinking.

Kenneth Forry, principal of the Martinez Elementary School, is president of the Contra Costa County Principals Association, which is a vigorous and progressive principal-group.

STATE SUPERINTENDENTS' CONVENTION AT CORONADO

October 6-9

By Charles L. Geer

One got his first view of the convention when he came up the front steps of the Hotel del Coronado — the porch chairs and lounges on Sunday evening were filled with people with friendly and welcoming faces. Cares and troubles of superintendents were a long way away. Even the book people, the school supply people, and the appointment secretaries—all those who "follow the sardines" — seemed quiet and cheerful and happy. This is a meeting where carking care does little carking! We are all friends and partners with no need to use any sales resistance.

The Hotel del Coronado is an old fashioned but very lovely hotel, where one may watch the ocean, from chairs and lounges on the front porch, dashing and splashing, and where the great interior patio is filled with palms and vines and flowers fifty feet into the air.

When the call for dinner comes no one seems to be in much of a hurry—or at least only a few besides me—but one needs his inhibitions. If one eats only two or three times more than he needs then he has shown stern resolution.

The Superintendents' Convention was opened by Dr. Walter Dexter. The main morning talk was by Aubrey Williams, who flew from Washington, D. C., to talk to the superintendents. Mr. Williams is National Youth Administrator.

One of the improvements made in the convention by Dr. Dexter was beginning of morning meetings at 10:30 o'clock. Another improvement was cutting down the numbers on the program. One sometimes digests less when he gets too much. There was more than one could grasp or even have time to attend, as it was. For instance there were eight separate programs Monday afternoon. This with a morning session, a P. T. A. luncheon and an 8:00 p. m. meeting was quite enough.

P. T. A. Luncheon Monday: I always enjoy attending these luncheons as a gesture of good will toward a group who have the best interests of the children at heart. I have said and written before that the P. T. A. may be likened to a fine bulldog—to be treated with all carefulness and consideration, but what a friend in time of need! Some principals and superintendents want to do all the thinking for and directions of the bulldog—it can't be done.

Mrs. J. W. Bingham of Palo Alto and one I rate Public Friend No. 1 in P. T. A. mentality, said "Attacks on school policies and programs would be less frequent if those who provide the children and the money were given an opportunity to take part in the shaping of those policies." Dr. A. J. Hamilton, President of Chico State College, gave a splendid paper. He told the group that he had asked hundreds of parents what they would have their children learn, above all else, in school, and that each had listed several qualities of character, such as fair play, honesty, ability to solve a problem, and courtesy, before a usual school subject, such as mathematics or language.

Tuesday evening at 5 p. m. was set aside to honor the memory of George C. Bush. At the Phi Delta Kappa dinner meeting Tuesday, Captain Claude B. Mayo, Superintendent of California Maritime Academy, emphasized importance of ideals and ideas as much as, and as well as, training in jobs to serve the country. Dr. Paul S. Smith of Whittier College spoke at general session. "It is better to have a brain trust than a brainless trust in Washington." He urged the necessity for recognizing politics as a profession for which young persons may train themselves formally in the schools and "in which honesty and ability shall lead to advancement in a political career exactly as they do now in medicine, law, or business."

College and university evening was a fine evening. A Miss May was supposed to sing for us. Illness prevented her so her mother and father both pinch hit for her. Pa played two piano selections, and Ma sang two songs. I must say this is a musical family.

We wondered about the "Atherton Report—Detective No. 1638" on the program. Number 1638 proved to be George Meredith generally and gently razzing a half dozen superintendents—very much enjoyed. Forrest Routt took the material (superintendents) turned over to him and did a good job. I think all were surprised at how well the group sang.

Captain Paul Pericord, formerly of the French army and now instructor at U. C. L. A., spoke first on the dinner program. He saw with joy, in the United States, political liberty, free religion, a free press, equal opportunities and particularly opportunities for women. He saw, as dangers to be avoided, classes against classes, and false hopes of too easy a life.

Frank Hart gave the concluding address of the evening. What a voice! What a voice! I would rate him as No. A when judging college profs, but he would get A-plus as train announcer. If he had only known of his ability early he could have avoided all that hard work getting degrees, etc., and dropped immediately into something for which his talents were certainly fitted. Boy, Oh Boy, how I'd love to sponsor him in a hog calling contest, or if Gabriel ever misplaces his trumpet he and Frank Hart might get together in a deal. I know that voice would scare the dickens out of the sinners anyway, and the righteous could find out later that everything was really okey. We probably all deserve a little scare even when the last trumpet sounds. Frank Hart saw nine hundred thousand teachers and twenty-seven million pupils—what a chance! Shall they be educated for peace or for war? He pointed out those nations only trained for war—Germany, Italy, Russia, and Japan. Then he looked at one country trained for peace—China. His conclusions were that we needed training for peace *and* for war. We should be service conscious and service trained. Also, we must look out for the soft columns — those who believe all is well and will be well. They are our most real danger.

Among those I have seen and liked for years are Superintendent Morgan, fifty-three years a superintendent; Charlie Hughes of Sacramento, almost as long; Vierling Kersey, now of Los Angeles, and with a cheerful grin helped by a new four-year term; J. Evan Armstrong of the College; Armstrong of American Book Company; E. C. Boynton; Dr. Meyer of Arts and Crafts; and John Sexson. There are any number of others who make my stay at conventions a happy one.

One group who come to these conventions pull together and hang together—the State College Presidents. They pull together as once did a group in Chicago —whose leader was for a long time a guest of Uncle Sam at Alcatraz. The only difference between the two groups was causes and ideals. The Appointment Secretaries groups always come. Herman Spindt must be a little lonesome, because nearly all of the appointment secretaries are women.

The Superintendents' Convention makes for solidarity and for the carrying on of a common purpose. Even one who has finished his regular chores enjoys hanging about the group still on the job.

A Science Unit: Exploring the Outdoor World

MAURINE ECCLESTON, Teacher, Summer Session Demonstration School, University of California, Berkeley
JOHN HOCKETT, Director
EDNA EVENSON, Principal

This unit of work was carried on with children classified as "Nine-Year-Olds." The "Nine-Year-Old" basis for enrollment was not strictly adhered to, however. Some of the children who belonged in the "Eight-Year-Old group," and the "Ten-Year-Old group," showed so much interest in the Science Unit, prior to registration, that their parents requested that they be placed with the "Nine-Year-Olds." The group, for the most part, was drawn from many different school systems. Therefore the majority of the children were strangers to the school, to one another, and to the instructor.

In preparation for the teaching of a Science Unit it was necessary for this teacher actually to obtain a teaching background in science. This self-instruction was obtained first of all by going outdoors and observing and collecting common specimens of the outdoor world, in the same manner as the children would be expected to do. From these first hand experiences the teacher went to the children's science books for identification of, and information concerning, the specimens collected and the natural environment observed. Then, armed with this information, which would be from the child's point of view, the teacher went to professional science references for a more mature and complete scientific background. This self-instruction was continued throughout the unit.

In this teacher's opinion a complete mastery of science is not at all necessary for the teaching of a science unit in the elementary school. Teachers who have not had a science background will find a new world being opened to them through such a program of self-instruction and learning along with the children.

There was no science environment set up in the classroom the first day of Summer Session. The morning was devoted to enrolling and getting acquainted with one another. We told of our vacation experiences, which included camping, visiting on farms and traveling, and in some cases merely playing at home. From our discussions we decided that if we knew more about the creatures in the outdoor world we would enjoy the out-of-doors even more.

Now was the time to set the stage for the unit.

The second day the children entered the room, it contained an arranged environment, each item labeled with its own caption offering a challenge to the child to explore, investigate, observe, question, and recall.

These items were:

A non-balanced aquarium. *Challenge*: These fish are not healthy. Why not?

Baskets of tomatoes which had been grown in liquid nutrient. *Challenge:* These tomatoes were grown without using soil. How is this possible?

Live paper wasps (Polistes) in a glass fronted box, working on their nests. *Challenge*: What do these wasps use to make their nests? What is in the closed cells?

An abandoned paper wasp's nest (Vespide). *Challenge*: What insects once used this nest as their home?

Bird House. *Challenge:* What kind of bird would like to live in this house?

An empty glass and screen tank. *Challenge*: Would you like to make this into a terrarium or an aquarium?

A collection of cocoons and chrysalises from which the insects had not emerged. *Challenge*: Do you know what will emerge from these specimens?

In order to take the child from the exhibited specimen to reading material, science books opened to the subject at hand were placed beside each item. There was also in the room a browsing table with appropriate reading materials, a few fine pictures, a bulletin board, easels, tools, appropriate building materials for bird houses, insect cages, etc. The children explored the entire room with enthusiastic interest, and then seemed to group themselves around the specimens most interesting to each of them.

After this exploratory period we came together in an informal group and discussed the challenges. The children formed groups to answer the questions they did not know. They decided they could seek information from many sources as: from actual experiences and experiments; from books and excursions; from scientists; and from visual material.

We made a list of questions, which were printed on a large chart and placed in front of the room. The chart read:

Our Specimen

What is it?
Where does it live?
Where does it get its food?
How does it eat its food?
What is its life cycle?
What is its use to nature?
What is its use to man?
How does it protect itself against its enemies?

We decided that when we found these answers we would share our information. We listed different ways of sharing information, and these were printed on a chart:

Sharing Information

Showing a specimen and telling about it.
Oral reports.
Writing a story or poem.
Reading a story or poem.
Dramatization.
Interpretative dancing.

Twenty minutes after school closed on the second day there was an excited knock on the classroom door. Two boys rushed in breathlessly. "We've caught one!" "We've caught one!" they cried, proudly holding out a paper bag that had once contained a lunch. With equal enthusiasm the teacher peered into the bag, and saw a cabbage butterfly. The butterfly was very carefully placed in a cage. The boys wanted to identify their specimen and find answers to the questions on our chart right then and there, but were persuaded to wait until school time.

Through class discussion the manner of collecting this first specimen showed the need of making collecting nets, insect cages, killing jars, pinning boards for mounting insects, and a knowledge of the technique of mounting insects.

This experience was typical of the development of the entire unit. Through first hand experience with specimens, and scientific materials, needs arose involving construction experiences, art experiences, music and rhythms, language expressions, appreciative experiences, and research activities.

During the course of the six weeks we included experiences with insects and spiders, plants, trees, and animals. Our study of plants led to a study of light, which in turn led to the construction of pinhole cameras. The felt need for all these experiences originated with the children.

Many number experiences were involved in our construction activities. Bruce, very anxious to be first to complete his collecting net, found an urgent need to

know the number of inches in a yard, and how to measure forty-two inches of wire with a yard stick.

In constructing bird houses Howard, George, and Jimmy learned to make a full scale drawing from a description in a book, and then, using these patterns, to cut the wood to size.

Constructing the pinhole cameras involved individual problems as each child brought his own box, and had to adjust the general plan of making the cameras to fit his box. Taking the pictures involved judging distances, and counting the time of exposure. While making our cameras we had to stop and have drill on parts of of an inch before we could proceed. The children felt the need, and the drill was an integral part of the construction.

Our art experiences grew out of our field trips. Before we went on the trips we decided to look for the beauty in nature as well as to collect specimens. We shared this beauty with the class through clay modeling, finger painting, colored chalk posters, water colors, crayon and poster paint pictures.

Howard, a shy, reserved boy, found a means of expression through finger painting. The class, in selecting the pictures to be mounted and displayed in the room, voted enthusiastically for two of Howard's. The children went to him for help in finger painting, and thus he had established for himself a place in the group.

Since three-fourths of the class were boys, difficulty was anticipated with creative rhythms. But Jimmy, one of the leaders among the boys, had shown outstanding interest in the metamorphosis of insects. It was at his suggestion that we should interpret through rhythms the life cycle of a butterfly, and he was the leader in the dance. The interest shown in creative rhythms was indicated by the fact that on the last day of school when the children were permitted free choice as to activity, the class unanimously chose creative rhythms.

By the end of the second week the children took over the daily planning of the program. They elected each week a secretary and an assistant secretary who wrote out the program on a large sheet of paper. Standards of good citizenship were formulated, and by the end of the six weeks the class, under the guidance of the secretary, was almost completely independent of the teacher in their planning. The program varied greatly from day to day in accordance with the experiences that were being carried on. Thus the children were proposing, planning, executing, and judging their own activities.

Joe, a shy child with a slight speech impediment, was elected secretary. At the beginning of the week his voice hardly carried across the room. By the end of the week his voice and poise had so improved that he was one of our most successful secretaries.

Creative writing resulted from our experiences. The following was one of our favorites.

PAM

One day Pam, the pretty Mourning Cloak butterfly, hopped out of her chrysalis. It was a bright July morning (but at that moment Pam did not feel very bright) and the faint smells of nectar came floating to her funny nose.

Poor Pam. She could not follow these faint smells because she had to wait for her wings to dry, but the smells were very tempting.

But soon her wings were dry enough for her to fly. Pam waved them up and down. Then away she flew.

As soon as she reached the place where this good nectar came from, she put out her long tongue and began to sip. But! Oh dear! A boy and girl came out of the house and the girl said, "Oh! Bob! look at the pretty butterfly. Let's catch it."

Catch Pam! Well just try it. Pam was not there to be caught. No Sirree! She took another sip and flew away to lay her eggs.

We terminated our unit by having Open House for the parents. The children arranged exhibits of the specimens we had collected, our experiments with plants grown in soil and liquid nutrient, our pinhole cameras and the pictures taken with them, our bird houses, collecting nets, insect cages, aquariums, and terrarium. Two of the highlights of our exhibit were the family of opossums and the family of mice that we had in our room. The children wrote explanatory stories about the different exhibits. Two of them were:

OPOSSUMS

This is a family of Opossums. The Opossums are found in the woods. They live in a hollow tree. They eat fruit and birds' eggs and grasshoppers. They are not very clever. Opossums have a prehensile tail. Opossums have a marsupial pouch. The marsupial pouch is for the babies to live in and feed. Opossums protect themselves by playing dead. It really gets so frightened it faints. It is an enemy of man because it eats fruit from the trees and it is a friend because it eats grasshoppers.

TRAP DOOR SPIDERS

A trap door spider is a spider that makes its nest in the ground. It catches its food by staying half way out of its nest until an insect walks by its trap door. A trap door spider is only to be found in the south. The enemy of the trap door spider is the spider wasp. It finds the spider's nest and chews its way in. Then the spider fights for its nest but the wasp stings it and paralyzes it. The wasp goes through its complete metamorphosis again.

In addition to the outcomes included under the various experiences already mentioned, there were the following:

1. Better understanding of the environment in order that the pupil may: become increasingly interested in the outdoor world; understand and appreciate the part man plays in the balance of nature; understand and appreciate the importance of science in our everyday living.

2. Improvement of health through: knowledge of the insects and animals harmful to man; acquiring habits of healthful living.

3. Habits of thinking that contribute to the scientific attitude of mind.

4. Learning and practicing desirable habits of study and work, involving thoroughness, persistence, planning, neatness, and accuracy.

5. Improved ability to perform household tasks, such as the care of flowers and plants, protection of clothes from destructive insects, etc.

6. Keener interest in science as a satisfying use of leisure through reading and hobbies.

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Library News

Edited by MABEL R. GILLIS, State Librarian

In connection with activities for Book Week, November 10 to 16, the following article has been written by Gladys English, an acknowledged authority in the field of children's literature. Miss English has been for some years past Department Librarian, Work with Children, of the large Los Angeles Public Library system.

Book Week was established in 1919 and has grown into "a nationwide cooperative program shared by educators, librarians, scoutleaders, parents, booksellers and publishers." This year's theme is "Good Books, Good Friends." Miss English has successfully pointed the way to the making of good friends from good books.

QUALITY IN CHILDREN'S BOOKS

By Gladys English

Langston Hughes in his recently published autobiography, *The Big Sea,* speaks warmly of libraries and books.

"In Topeka, as a small child, my mother took me with her to the little vine-covered library on the grounds of the Capitol. The silence inside the library, the big chairs, and long tables, and the fact that the library was always there and didn't seem to have a mortgage on it, or any sort of insecurity about it—all that made me love it. And right then, even before I was six, books began to happen to me. . ."

This sense of peace and security still pervades libraries, and in them children are still discovering the joy to be found in books. Not for them the latest best-sellers; inevitably they turn to their perennial favorites, those books that stand the test of time.

Though each year some new titles garnered from the hundreds published are acclaimed by the children, not many of them receive the sterling silver mark of real quality.

One little boy in Los Angeles has selected Tom Sawyer as his pattern of what a good book should be, and each time he comes to the library for another book he asks the same question, "Is this as good as Tom Sawyer?"

The same genuine quality that makes Tom Sawyer live for children now as for those of an earlier day will be found in practically all the favorite books. For, like Mark Twain, the authors have put their own understanding of childhood and often their own experiences as children into their work.

This is exactly what Phil Stong has done in his entertaining stories for boys and girls. In each one of his titles from *Farm Boy* to *Cowhand Goes to Town* you feel that his boys are a rich mixture of what he himself did or would like to have done as a small boy. All of his books abound in good strong American humor and have an irresistible appeal for fathers and mothers, uncles and aunts, teachers and librarians, who enjoy them as wholeheartedly as the children do. When I wrote to ask him how to make a noise like a moose for the benefit of our librarian who loved reading *Honk the Moose* aloud to her friends, Phil Stong answered, "Please tell Miss Warren that all she has to do to make a good moose-voice is to set her voice as deep or deeper than possible and then by moving up the diaphragm and bringing the tone through the nose as much as possible, go 'HAWWWWWNK' with the utmost dignity and deliberation. If she follows these instructions exactly she had better wear a red hunter's cap, in case there are any moose hunters reading in the library."

Mark Twain's and Phil Stong's strongest characteristic is humor. Stephen Meader, also presenting the American scene, writes more seriously, but in his many excellent books draws a graphic picture of life, whether of today in the New Hampshire mountains, of the 1830's in the Ohio country, or of the high seas during the war of 1812.

Clear for Action is Mr. Meader's contribution to children's literature for 1940. It tells of the adventures of a Maine boy, Jeff Robbins, who shipped before the mast on a cargo schooner bound for Cuba. The ship was overhauled by a British frigate, and Jeff with some of the other men was impressed for service aboard the British vessel. The possibilities in this plot are obvious, and as usual Mr. Meader carries his readers along with him from one exciting exploit to the next.

Generally his heroes are boys, but often a horse, a dog, or some other animal shares honors with the chief character. He has written books that appeal to many different types of readers. If one boy asks for a dog story, give him *Bat, the Story of a Bull Terrier.* If another is mechanically inclined, suggest *T-Model Tommy* and if a third wants a period book, I can think of none finer than *Boy With a Pack.* These four titles give you an idea of the breadth of Stephen Meader's interests and background.

In direct contrast to the variety of his work is that of Laura Ingalls Wilder who in five books has concentrated on a saga of pioneer life which encompasses her own childhood and girlhood. Laura is a small girl in the first book and lives with her family in *The Little House in the Big Woods.* But they do not stay there long, the restless roving spirit of the father ever looking for broader opportunities uproots the little family from Wisconsin and moves them first to Kansas, then to Minnesota, and finally to Dakota. Here in *The Long Winter* is told the story of the great blizzard of 1880-81. And it is in this book that Almanzo Wilder, whom Laura later marries, heroically sets out in search of food for the desperate families who are securely frozen into their cabins. In all of her work Mrs. Wilder has captured the very essence and flavor of the westward migration. Grim reality and hardship are leavened with courage, independence, and the sense of achievement. In early life these pioneer children developed responsibility and resourcefulness far beyond their years, but they had to sustain them a family loyalty and faith that brightened and warmed even the darkest hours.

In only one of her books does Mrs. Wilder depart from her own experiences and that is in *Farmer Boy,* where she tells the story of one year in Almanzo Wilder's boyhood on a farm in New York State sixty-five years ago. From January, when the little boy trudged through the deep snow to school with his big brother and two older sisters, till the Christmas celebration is over you follow the seasons on the farm. Each one is different and each offers a variety of work and play for these country children that fascinates boys and girls today. In *Farmer Boy* Mrs. Wilder dwells with special tenderness on the joys and sorrows of children and you feel how close to her heart is the little boy, Almanzo.

When children read stories about pioneer days in America it naturally leads them to books about the pioneers themselves and with children as with adults Abraham Lincoln is a favorite hero. Indeed every year seems to be a Lincoln year in adult books. In 1938 the theater going public was stirred to the depths by Robert Sherwood's moving drama, *Abe Lincoln in Illinois.* In 1939 Carl Sandburg completed his great work on Lincoln with the publication of *Abraham Lincoln; The War Years.* And in the same year Ingri and Edgar d'Aulaire made their contribution to children in a picture story book called *Abraham Lincoln.* In the spring of 1940 the Caldecott Medal was

awarded to this book as the most distinguished picture book of the previous year. The d'Aulaires, now American citizens, have brought to this country from the old world and to our children a priceless gift of beauty and imagination in their picture books. The two on our own heroes, George Washington and Abraham Lincoln, serve as introductions to these great Americans. The illustrations portray them as the children themselves would see them in their own minds. In the Lincoln there is the same homeliness and rugged strength that Lincoln himself possessed, and the simplicity that is a part of him.

Quite different from the d'Aulaire's Lincoln is James Daugherty's *Daniel Boone,* also written and illustrated by an artist. It too received an award this year, the John Newbery Medal for the most distinguished contribution to children's literature. It is for older boys and girls than the Lincoln. Written with poetic simplicity it is an ideal book to stir the imagination of youth to a realization of what one man's courage and faith and loyalty could achieve, then and now. The introduction to the book is a letter to Colonel Boone from James Daugherty. It ends thus, with Daniel Boone calling across a hundred years to young America:

"Rise up, you lanky sons of democracy,
Of Tennessee, of Texas, Vermont, New Hampshire,
Mississippi, Ohio, Oregon and the rest of the glorious brotherhood of states.
Remember Clark of Vincennes, Robertson of Watauga, Nolichucky Jack, Donaldson of the Adventure, Mansker and the Long Hunters, Mrs. Bean and the fighting pioneer women who made homes and bred horse and alligator sons in the snow drifts and hollow trees and log forts of the old frontier.
Pray to the God of your Fathers that their spirit be upon you. That you may have the enduring courage to cut a clean straight path for a free people through the wilderness against oppression and aggression,
For generations marching on to higher freedoms
Riding toward the sun
Singing in the canebrakes
Singing in the tough spots
Chanting: Democracy, here we come.
Millions of cantankerous laughing sons and strong daughters
Shouting to the bullies, the tyrannies, the hosts of Darkness
Shouting with a seven times-mighty shout of Jericho: NO SURRENDER."

NEWS NOTES

Dorothy Wents, former librarian of Solano County Library, was married August 31 to Thomas M. Liams, librarian of Colgate University, Colgate, N. Y.

Librarians and school people in the Sacramento area were shocked to learn of the tragic death on September 25 of Catherine Kuchman, librarian at the Sutter Junior High School, Sacramento. Miss Kuchman was cleaning a dress in the basement of her home when the cleaning fluid exploded. She was so badly burned that she died twelve hours later. Miss Kuchman had been librarian at the Sutter Junior High since her graduation from the library school of Columbia University in 1934. Her home had always been in Sacramento.

The California Library Association starts its year's activities with two district meetings in October. The first was held in Yreka on October 12th with the district president, Edith Gray, Siskiyou County Library, presiding. This meeting of the Shasta District climaxed a "Know Your Library" week, which was held from October 6th to 12th in commemoration of the twenty-fifth anniversary of the establishment of the Siskiyou County Free Library. All former members of the Siskiyou County Library staff were invited. Among them was Margaret Girdner, Supervisor, Bureau of Texts and Libraries, San Francisco Public Schools, who was the speaker at the banquet in the evening.

Golden Empire District will meet in San Andreas on October 26th. This district consists of the following counties: Alpine, Amador, Calaveras, El Dorado, Mono, Nevada, Placer, Sacramento, San Joaquin and Yolo. It is the first time that the District has ever met in Calaveras County. This is due to the fact that Calaveras County has been without public libraries until recently, the Calaveras County Library having been established in 1938. Miss Roxie Hall, the County Librarian, is president of the district and Mrs. Henrietta Eudey, Amador County Librarian, is secretary.

Mrs. Juliet Bindt, 2730 Garber Street, Berkeley, has been appointed home teacher of the blind for the State Library. With the Bay area as her field she will make calls on blind wishing to learn to read raised types and give lessons by correspondence to pupils too far away to be reached by personal visits.

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California School Trustees

Official Bulletin, California School Trustees Association

Edited by FLORENCE C. PORTER, Executive Secretary

TENTH ANNUAL CONVENTION, CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

Opening on Thursday morning, September 26, and closing at noon on Saturday, the tenth annual convention of this Association presented three days of splendid addresses, spirited discussions, and democratic cooperation of members and guests, in which all persons seemed to realize the vital importance of planning together, and working together, in the present national emergency.

President C. W. Pierce welcomed several hundred delegates by stating his belief in the great benefit to be derived from meeting together in annual conventions, and pointing out the inspiration to be gained from listening to discussions of vital topics relating directly, or indirectly, to the problems involved in the work of school trustees. Following Dr. Pierce, greetings were expressed by various officials of San Diego, including representatives from county and city civic and school groups. Mrs. Porter responded to these welcoming remarks by giving a brief summary of the accomplishments of the Association since its formation in 1931, and emphasized the fact that the growth and value of the entire organization lies in the continued democratic functioning of the entire body. Recognizing that school trustees have an important responsibility in determining the part which education should play in the National Defense, she said: "The California School Trustees Association today is representative of nearly every part of California. We stand united as one person in the maintenance and protection of free public education, and in the protection and preservation of those democratic principles of living which we know as our American Government."

Speakers at the first session included Dr. Walter Dexter, Superintendent of Public Instruction; Sam Cohn, Deputy Superintendent, and Dr. William G. Campbell, Professor of Education at the University of California. Recognizing the theme of the day as one which followed the line of patriotic thought, each speaker emphasized from his own point of view the need of careful scrutiny of school programs, and real democratic thinking in the conduct of public schools, if we are to emerge successfully from the present crisis. There is no doubt in the mind of educators that our public schools form the last bulwark of democracy in the United States, and that grave dangers face our country not only from foreign influences but from within our own ranks. "National Defense is upon the country in such force that education must keep step with accompanying forces and needs, otherwise the obligation will be taken away from educational leaders" was the thought expressed by one speaker, and it was generally recognized that education must make an immediate contribution to the program of preparedness.

Opening the afternoon session, Dr. John A. Sexson, Superintendent of Pasadena Schools, discussed the "California Educational Policies Commission." Dr. Sexson is nationally known for his leadership in education, and through his influence the Pasadena schools have already set up a program of education for the defense of American Democracy. The California Educational Policies Commission is formed to carry to completion the individual projects of its members, as they relate to the common good. Urging the fact that there is a real job in education for national defense, Dr. Sexson told his listeners that he felt the schools were in a fine position to handle it, but that we must be alert to the need for teachers who are properly trained and themselves aware of the need for patriotic endeavor, if students are to be inspired to give this great service.

The field of Vocational Education was considered at length, with Dr. Edwin A. Lee, Dean of Education at U. C. L. A., leading the afternoon discussions. A vocational program should have as its net result the finding of jobs at some level for graduate students, as well as proper fitting of young people to take their places in the industrial and commercial world. Bringing to his audience the experience of years of work in this field, Dr. Lee emphatically stated his belief that school trustees must accept the responsibility of training youth in more fields of endeavor, and must also help in opening up new industries to which we may look for employment of increasing thousands of young men and women now attaining their majority. Other contributing phases of education were described by Julian McPhee, Chief of the Bureau of Agricultural Education, and Dwayne Orton, Principal of the Stockton Junior College.

Always an enjoyable interlude at Trustees Conventions, the annual dinner meeting was an agreeable closing of the first day. D. M. Ting, President of the San Diego County Trustees Unit, presided with Dr. Pierce, and other members of the committee acted as hosts for the evening. Dr. Walter Hepner, President of San Diego State College, ably discussed "New Problems of Education" and described in a most enlightening manner some of the complex problems which face school authorities engaged in college level training, as well as those encountered in previous years of the school program. Bruce Findley, Supervisor of Visual Education in the Los Angeles City Schools, presented his illustrated lecture on "Maximum Learning in Minimum Time" and included real-life incidents to prove the theory that much of our information is gained through vision and perception.

Continuing the consideration of vocational education, the Friday morning program included addresses from W. H. Orion, Chief of the Physical Education Department, and O. E. Darnall, member of the San Diego City Board of Education. Mr. Orion outlined a program of physical preparedness which would prepare youth for military training if necessary, without the expensive loss of time which has in the past been necessary. He won applause when he said, "Fitness includes mental as well as physical preparedness. Treason may come from those physically fit, but never from those mentally prepared." Mr. Darnell graphically described the recently expanded San Diego vocational program, which now includes in addition to new courses in training, a regularly established Junior Employment Service.

A. P. Mattier, Vice President of the California Association of Public School Business Officials, discussed some of the aims and accomplishments of his organization, and expressed their appreciation of the cooperation which has existed between the Business Officials and the Trustees Association.

Dr. Vierling Kersey, Superintendent of Los Angeles Schools, addressed the group on "Education and the National Defense." His dynamic presentation drew frequent applause, as he warned that schools must fit in the national defense program or suffer some form of Federal control. "The thing we want to remember," said Mr. Kersey, "is that this is an immediate problem, a definite obligation which we cannot

delegate to committees and then forget. We should consider the program one of a new consciousness. We must learn to live safely in the face of greater dangers, dangers to our thinking, to our attitudes, and even to our loyalties."

The recent work, as well as the planned program, of the National Youth Administration, is of interest to every school trustee in California, whether he lives in some isolated community or in one of the larger metropolitan districts, for it will affect youth of California directly or indirectly for some time to come. Robert W. Burns, California Administrator of the N. Y. A., before a luncheon audience of 350 persons described some of the plans of the Administration to work with California schools, and stated emphatically the desire to continue the control of such programs in the hands of local authorities.

Reports of various standing committees, including legislative proposals, were considered Friday afternoon, and as a detailed legislative program will be published shortly, only highlights of the discussion are reported here. For the past year a study has been under way by a committee known as the "Field Bill" committee, to determine how best a reduction in school-building costs might be accomplished, with no loss of structural safety. The recommendation brought in by this committee is printed in this issue of the magazine, and further suggestions may be submitted to I. H. Althouse, Chairman of the Committee, at Porterville.

Following a long study of merit-plans and civil-service, Franklin Robinson presented for his committee, plans for amendment to the civil-service law which now prevails in California. This recommendation was adopted, and is available for further study by groups interested.

John J. Allen, Jr., who serves as chairman of the Teacher Tenure Committee as well as of the Legislative Committee, stated that in so far as teacher tenure was concerned, the committee recommended further study, preferably with representatives of other groups including the California Teachers Association, in an endeavor to arrive at some mutually acceptable amendment to the present law.

Two innovations this year proved popular. One was an "Information Please" evening program, when questions were presented by the audience and answered by members of a panel which was selected from the several groups represented at the convention. Another informal conference studied "School Programs" and found many topics of general interest for their discussion.

The State Advisory Committee on Pupil Transportation were special guests on Saturday morning, when J. E. Bailie, member of the Chaffey Union High School Board of Education, discussed some of the regulations in pupil transportation. Dr. Frank Foster was also a speaker on this program, when he emphasized the need for properly prepared teachers, and material, to continue our fight for greater traffic safety.

New officers were elected for the coming year, and are published elsewhere in this magazine. Several localities having invited the 1941 convention, it was left to the Executive Board to determine the meeting place for next year.

Much of the success of this convention, and the pleasure of all persons in attendance, was due to the friendly hospitality evidenced by the San Diego City and County school authorities. Dr. Will C. Crawford, City Superintendent, in his greeting on the first morning, said that the facilities of the San Diego schools were available for the pleasure of the convention delegates, and there were many evidences of this throughout the meetings. Excellent music was provided by students from various schools not only in San Diego, but from many county communities, and sightseeing trips to various points of interest were greatly enjoyed. The entire convention was considered a success, and an inspiration, and was marred only by the absence of several of our members and Directors who were unable to be present because of illness. Particular appreciation is expressed also to D. M. Ting of Escondido, and Mrs. Mary Fay and Mrs. Mildred Hale, members of the San Diego City Board of Education, for their untiring efforts in arrangements for the pleasure of all delegates. More than fifty persons served on committees appointed during the convention, thus carrying out the tradition that the Association is one of mutual interest and mutual effort, in the protection of our free public schools.

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REPORT OF THE COMMITTEE ON THE FIELD BILL

After much research and taking of testimony, it is the opinion of this committee that the excessive cost of school buildings is not caused in any sense by the regulations of the Field Act and that therefore it would be unnecessary and inadvisable to recommend any amendments thereto.

And it is further the opinion of this committee that the provisions of the Field Act are amply adequate to safeguard the schools of California, and that adequate machinery has been provided by the Act to handle all matters relative to schoolhouse building.

However, we feel that the California School Trustees Association could serve no more useful service to the trustees and the taxpayers of California than by appointing an Advisory Committee of the California Trustees Association to meet with the Division of Architecture in deciding as to the adequacies of plans submitted by local architects; as to whether they could be more economically designed and yet conform to the highest requirements of safety, and to advise in any way as to the rights of Trustees under the Act.

We further recommend that the Executive Board of this Association appoint sufficient members to serve on this committee, that would meet the needs of all parts of the state.

(Signed) I. H. Althouse, *Chairman*
Walter C. Fluke,
Frank B. Dickson.

Dr. Mary Mendenhall, the Dean of Women at Whittier College, speaking before the superintendents' convention at Coronado, emphasized that women will play increasingly important parts in public life. A happy normal personal life, with marriage, home and family, is of first importance, she said, but there is no real reason why a woman trained for professional or business life should not work after marriage. The speaker urged that women be allowed freedom to develop their own lives in the pattern for which they are best suited with no need to choose between two arbitrarily separated ways of life.

Book Reviews

From Charles Scribner's Sons

THE WONDERWORLD OF SCIENCE, Books I, II, and III. Prices: $.72, $.80, $.88. By Knox, Stone, Meister and Noble. The books in this series encourage and direct the child's curiosity, or wonder, in order to lead him into the world of science as into a new world of adventure. Written in the language of children, with a careful regard for accuracy, these books present scientific truths as fascinating subjects which the young adventurer will want to explore. All the material has been planned with respect to childhood interests and needs. All activities and exercises are arranged in a natural learning sequence as determined by careful trial in a large number of typical urban and rural elementary school classrooms. The materials are organized in a way which facilitates adaptation to local programs of study and which permits their use as the motivating cores of larger projects in the curriculum. The content has been carefully checked with curriculum materials proposed in various state syllabuses and in such reports as the 31st Yearbook of the National Society for the Study of Education. Major attention has been given to the reading problen child language and simplicity of vocabulary dominate the style of the reading material. The beautiful color illustrations relate closely to the text and themselves constitute a series of worthwhile science learning experiences. While planned as basal texts in science, these books will be found very worthwhile simply as readers.

From Scott, Foresman and Company

BASIC READERS: CURRICULUM FOUNDATION SERIES, 1940. Revision of the Elson-Gray Series. BEFORE WE READ, $.32. Pre-Primers: WE LOOK AND SEE, $.24; WE WORK AND PLAY, $.24; WE COME AND GO, $.28. Primer, FUN WITH DICK AND JANE, $.64. Book One, OUR NEW FRIENDS, $.76. The leading author of the new series is Dr. William S. Gray of the University of Chicago. Others are: May Hill Arbuthnot, Dorothy W. Baruch, and Marion Monroe. Although called a revision the new books are almost entirely new in material and make-up. The series is original in several respects. First, it employs a new picture-story technique ("new in readers, but old in funny papers" as Robert Hill Lane comments in a review of the series) in which pictures really tell the story while the accompanying text gives the conversation or thoughts of the story characters. The stories have genuine interest—plenty of action, humor, plot and climax. Not only are the gay colored pictures charmingly life-like, but they are closely knit to the text. Original also are the three basal pre-primers provided in this series instead of the usual one basal pre-primer carrying the bulk of vocabulary load and followed by supplementary pre-primers with few additional words. The first pre-primer is one of the easiest ever written, using only seventeen different words to tell eleven stories. The other two not only re-introduce the vocabulary of the first but repeat each word ten or more times thus distributing the vocabulary load evenly and giving an easy gradual approach to the primer.

Another unusual feature is the Think-and-Do Workbooks which broaden the child's understanding of words learned in the readers. Instead of merely giving drill on sight vocabulary these workbooks clarify and enrich meanings of words.

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The rest of this series is still in process of revision. Two basic readers are planned instead of one for each year at second and third grade levels, the first book for each year being very easy to bridge over vacation back-sliding.

From the Beckley-Cardy Company

WE, THE GUARDIANS OF OUR LIBERTY. By Albjerg, Knight and Woodward. Price, $1.20. Young America needs just such a book as this to produce new civic vitality, new concern for our country, and determination for better citizenship. Intended for upper elementary grades and junior high school the book traces the history of civil liberties from the Magna Charta to the present day. It tells about the Constitution and its framers, and discusses the first ten amendments, known as the Bill of Rights, which contain nearly all the guarantees of personal liberties. It defines American liberties as they were conceived when the United States came into being, and shows the struggles which took place before we could enjoy the democracy we have today.

From The Caxton Printers

A CHILD'S HISTORY OF CALIFORNIA. By Enola Flower. Price, $2.50. This re-telling of California's thrilling story has been done with one consistent purpose: to hold the content and the language within the range of children just coming into the intermediate grades. The whole story is told, in adequate outline at least, from Indians to the contemporary scene, complete with Clipper airships and mighty bridges. It is an orderly chronological history, illustrated for the most part with historical pictures contributed by the California State Library and the University of California. Simplified maps of the state illustrate the stories of exploration and settlement. The author is a grade teacher in the Sacramento schools.

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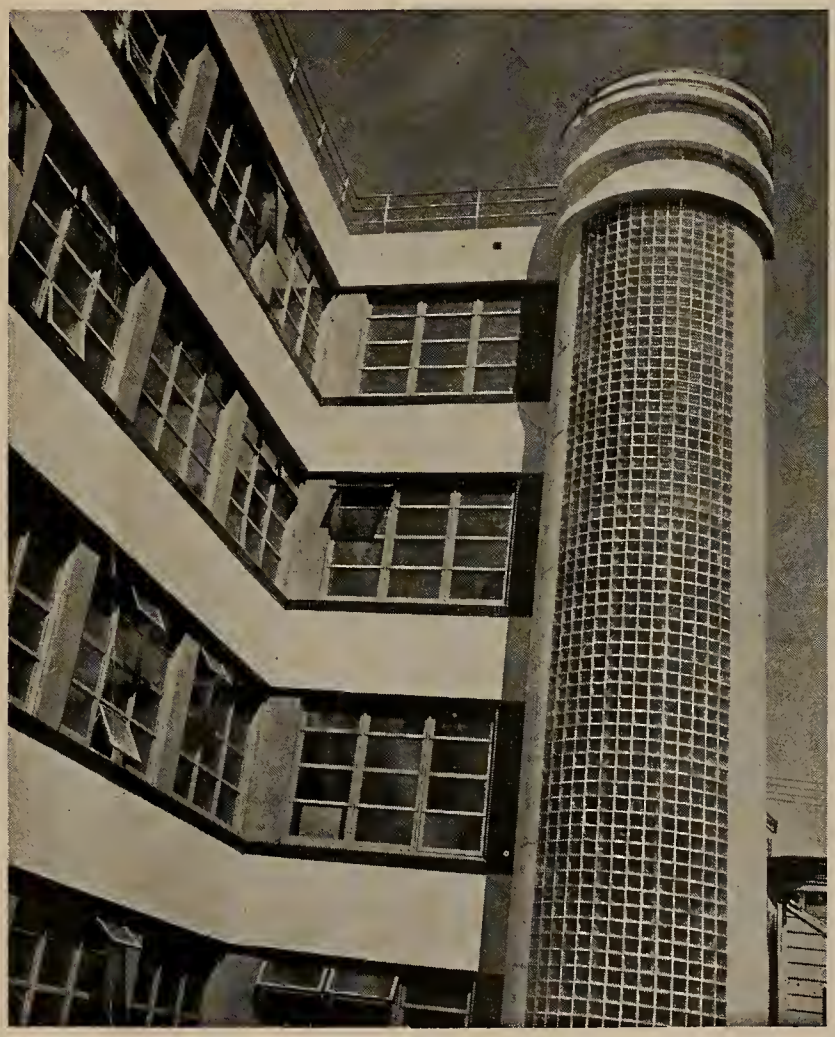

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In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
A Unit on the Dairy, Byrd Garten 10
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

November, 1940

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36,417 California teachers enrolled in 1938 as members of California Teachers Association.

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Good school conditions in California have come because of the consistent continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

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California teachers enjoy the best teaching conditions in the United States.

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2. Sierra Educational News, official magazine, ten times a year.
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5. Loan privileges (restricted) from state and section funds.
6. Protection which comes from united action.

California Teachers Association program includes:

1. Maintenance of all of the beneficial educational laws which are now part of the California school code.
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3. Assistance to national and local educational associations in all work for the advancement of public education in America.
4. Cooperation with State Department of Education in its program.

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Jottings of a Traveling Bookman

By W. M. CULP

There is a current of thought emerging these last several months in regard to the education of the youth of the land that if brought to realization will be a definite check to trends that have been the background of modern progressive education. The Child-Centered School, Education for Living in a Changing World, The School a Vital Force in the New Social Order, The Activity Program, the teaching of each child to reason things out for himself from self-discovered sources, all things most vital to the education of the past decade are now under close public scrutiny. The reason for such a trend seems to be based upon world revolutionary tendencies, the overturning of old orders and the breaking down of supposedly eternal virtues. The softness of youth, their resistance to authority, their unresponsiveness to discipline, their lack of faith in the time-honored precepts of the fathers, the breakdown of common public courtesy shown in the booing of political candidates during this last compaign, have brought to focus the thought that our youth as a whole are too unrestrained and undisciplined. And rightly or unrightly the blame has been placed upon the public schools of the land.

It is thought, and it has been stated more than once these past weeks, that the education of the youth of the land is more than just the training of the individual for himself alone. It must be also for the society in which he lives. Out of this comes the corollary that the individual pupil must master certain things because it is for the common good. Discipline and mastery have of late been outmoded. Each individual has supposedly been educated to the limit of his abilities and passed on through and out of the educational systems. The demand is rising for thoroughly trained individuals who are masters of their studies. Quite a problem for educators with compulsory education laws and classrooms filled with children lacking the innate ability ever to be masters of anything. The pendulum is swinging away from freedom of instruction to that of rigid regard for standards. And if you do not fit, it is just too bad. As we have intimated it is going to be quite a task for administrators to solve this dilemma. We are supposedly warring against certain foreign philosophies, yet the tendency is to adopt these same philosophies for the achievement of our ends.

✓ ✓ ✓

The death last October 8 at St. Vincent's Hospital in Los Angeles of Mrs. Margaret Reid Harvey, wife of Emery W. Harvey, D. C. Heath and Company representative for Southern California and Arizona, was mourned by a host of friends among the book people and educators of the Western States. Since her coming to California some fifteen years ago with Mr. Harvey Mrs. Harvey had traveled extensively with him over Oregon, Arizona, and California in his book travels. A lady of much grace and charm, Mrs. Harvey made many warm friends throughout these years. At convention times, when the book ladies gather with their husbands she was always one of that congenial group. Mrs. Harvey was born in Pennsylvania near Pittsburgh. Trained to be a teacher, Mrs. Harvey, before her marriage, was teaching in a large school in Pittsburgh. Previous to that she had been for fifteen years principal of the Bessemer Terrace School in East Pittsburgh. Immediately after coming to Los Angeles in 1924 she taught in the Gates School in that city. She was a member of the Women's Club of Hollywood and the West Adams Presbyterian Church. Funeral services were held October 10 at the Wee Kirk o' the Heather, Forest Lawn Memorial Park, Glendale, California, with the Reverend W. E. Roberts of the West Adams Church officiating. Burial was in Forest Lawn Cemetery. Besides her husband Mrs. Harvey is survived by four sisters, Mrs. W. T. Tignor, Christine Reid, and Bessie Reid, all of Los Angeles, and Mrs. Randall Zimmerman of Pittsburgh, and also a brother, Dr. R. M. Reid of Pittsburgh.

✓ ✓ ✓

Of that cluster of smaller communities that encircle Chicago there is none that has a finer reputation as an educational center than Elmwood Park. Situated northwest of Chicago just across the boundary line from that city is this small suburban village of around fourteen thousand persons located in a wooded area that makes for delightful home sites in addition to blocks of homes built en masse. Elmwood Park is the place where one real estate company erected and sold 1700 brick bungalows of almost identical pattern, so that in the decade 1920 to 1930 Elmwood Park was the fastest growing community in the United States. Since 1929 the educational advancement of the city has been in the hands of George N. Wells. During that time the Elmwood Park schools have achieved a degree of success that has placed Mr. Wells in the front ranks of that fine group of administrators of the Chicago area. Of great interest to Californians is the fact that Elmwood Park is the original home of Dr. Walter F. Dexter, Superintendent of Public Instruction for California. He lived in the house just across from the new John Mills School of that city.

Elmwood Park has two schools with around 1600 pupils enrolled. The teaching corps is comprised of forty-five teachers. Mr. Wells is in his twentieth year as an educator. He is a graduate of the Southern Illinois State Normal University at Carbondale, Illinois. He has his Bachelor of Philosophy degree with honors in education from the University of Chicago. He also has his M. A. degree from the same institution. His graduate work for a Ph.D from the University of Chicago has been completed as far as course work, residence requirements, and preliminary examinations are concerned. During his twenty years in the educational

field Mr. Wells has served as teacher, principal, and superintendent. In 1921-22 he was principal and English teacher in Royalton High School, Royalton, Illinois. During 1922-1924 he was superintendent of schools in the same town. From 1924 to 1929 he was principal and social studies teacher in the Hiawatha School, Berwyn, Illinois. Since 1929 he has carried on as superintendent of the Elmwood Park schools. During these years he has been active in community affairs as well as the various local and national educational associations. He is a speaker of note and is in constant demand for talks, educational and otherwise. In his educational program he has been most successful in succeeding in the training of each pupil up to the limit of his abilities. He believes that through educational tests the teacher can get a pattern of the child's needs and then go about furnishing them. He emphasizes reading as the tool of all subjects, and is not so progressive that fundamentals are glossed over. A sane progressive school system is the result.

Huntington Beach, California, forty miles south of Los Angeles and fifteen miles east of Long Beach, is the locality of one of the greatest oil pools in California, situated right upon the Pacific Ocean. It is there where a battery of oil derricks sweep up the seabluffs and drillers have whip-stocked out thousands of feet under the ocean waters for the precious oil. John R. Peterson was elected this past summer to be the new district superintendent of schools for Huntington Beach. He replaces F. T. Chemberlen, who has accepted a position under the Board of Education of the Fullerton Junior College and Fullerton Union High School. Mr. Peterson is a man of great versatility. He is a trained professional musician as well as singer. He has been the director of orchestras and bands. He has had complete instrumentation training and is capable of giving lessons upon all the instruments of the orchestra and band. His work in music has carried him all over the United States in concert tours. For four years he was director of the Huntington Beach Band. Mr. Peterson is a graduate of Northwestern University. He has carried on his educational training at the University of California, Berkeley, and the University of Southern California. From the latter institution he had his Master's degree. His educational work in California includes ten years in the Ventura county schools, two years in the San Bernardino county schools, and for the previous seven years he has been district superintendent of the Ocean View School of Orange County, in which Huntington Beach is located. The Huntington Beach grammar school has around 1000 pupils with forty teachers in charge. The school plant, entirely reconstructed and rebuilt after the earthquake of several years ago, is one of the finest school structures in Southern California. It has fine classrooms, a beautiful library, and auditorium with large stage. Elaborate accommodations for manual training and domestic science are available. The primary building is a unit separate from the main building, equipped with all of the latest devices. One of the finest cafeteria outlays in any public school in California is a part of the plant. The campus is large, with playgrounds, and is elaborately landscaped with a huge lawn in front of the main building. In addition there is a separate physical education building furnished with a large swimming pool, with boys' and girls' dressing rooms on either side. Mr. Peterson will continue the excellent school program that has been previously provided. He believes fundamentals should be stressed, and of course hopes further to build up musical appreciation and skills, though not at the expense of other subjects.

William B. Hargrove is principal of the Elliot and Ridge Street schools in Newark, New Jersey. Here again is an educator whose avocation is music. Mr. Hargrove was just transferred this last year from the principalship of the Charlton school to these two schools. He succeeded Charles Grant Shaffer, who retired last year after thirty-nine years' service in the Newark city system. At the Elliot Street School, under Mr. Shaffer's principalship was installed a $10,000 Beach pipe organ as a memorial to those who lost their lives in the last war. The organ adorns a fine auditorium of one thousand seating capacity that has one of the largest stages of any school or theater in Newark. The Elliot School is the only public grammar school in the country that we know of equipped with a large pipe organ. Mr. Hargrove is an accomplished pipe organist as well as a pianist, the only principal in New Jersey with that accomplishment. The Elliot School is the community center of that part of Newark, and it is here that each year is given a series of outstanding public concerts.

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The days of teaching candidates' personal preference for certain schools in New York City in the matter of assignments to teaching positions is now a thing of the past. The Board of Education has passed a new by-law that candidates have to take the position assigned or be stricken from the list. They also cannot take a position and then ask for a transfer.

The following excerpts from an editorial in the *Herald-Tribune* of October 22 last show how a national emergency and a world-wide conflagration can bring into prominence vocational education, when the country faces a dearth of trained workers. The breakdown of the apprentice system and the reluctance of labor unions in past years to see younger persons trained to be in competition with their members has long made the problem an open subject, but little has been done about it. The comment follows: "Now and then some innocent remark suddenly reveals how young and still struggling with its responsibility this country of ours really is. Such a remark is contained in a report on vocational guidance just published by the Federal Office of Education, which points out that the vocational guidance movement is only about a quarter of a century old. 'As early as 1908,' it says, 'pioneer work by a self-appointed committee in a Brooklyn high school resulted in the appointment in each New York day and evening high school of one or more teachers to give vocational advice and assistance.' We are beginning to learn from intensive study of the situation what this elementary neglect has cost and is costing the country. The former notion that all our boys and girls need is a polite acquaintance with the liberal arts has given us an army of 'white collar' workers of whom 4,000,000 are jobless." Hence, as the report under discussion says, "the whole country has suddenly become guidance-conscious, so much so that the New York State Board of Regents' survey gives research and guidance uppermost place in the recommended activities."

Western School News

Edited by MORRIS WAGNER

HUMBOLDT-MENDOCINO JOINT INSTITUTE

The joint institute held by Humboldt and Mendocino Counties at Ukiah this year was an exceptionally live and interesting one. Superintendent John W. Taylor had arranged through the State Department of Education for a plan of procedure that included some of the leading educators of the state who are connected directly with the schoolroom, either in supervision or through curriculum development.

The program was divided into general sessions, secondary section group meetings, and elementary section group meetings. Of the general session speakers Rabbi Edgar F. Magnin of Los Angeles gave a really thrilling oration that was a diagnosis of what's wrong with the seemingly highly successful material world we live in, based on an intellectual development that repudiates a metaphysical sphere and a spiritual development which it can't hear or see or touch. It seemed to us a talk which all teachers should hear, particularly confirmed materialists in the secondary field, among whom some new-fashioned missionary work might well be done.

Rabbi Magnin emphasized the value of self-discipline and what it can achieve for the individual in the material field as well as in the spiritual. He also emphasized that a culture must have a metaphysics. This all may sound as though he delivered a sermon, but it did not sound like that to us. It sounded like very good psychology plus a great deal of good horse sense.

The secondary group included four professors from Stanford: Dr. J. Paul Leonard, Dr. Grayson N. Kefauver, Dr. Holland Roberts, and Dr. Alvin C. Eurich. William B. Brown, Director of Curriculum at Los Angeles, gave a course on social studies and curriculum problems. In the elementary field Natalie White of the University of California at Los Angeles gave demonstrations in construction work for both primary and upper grade units. They were especially popular. Myrta Freeman, supervisor in Butte County and Ruth Edmands, supervisor in Colusa County, developed units on Chinese Life" and "Colonial Life" respectively. An innovation in the way of units was given by Corinne Seeds under the heading of "Modern Newspaper."

Helen Heffernan developed a unit on "World Trade" for the elementary grades. To establish acquaintance and good fellowship Miss Heffernan called on each teacher present to tell where he or she taught and something about the school. Many teachers were from remote districts, some from isolated mountain areas. Many had one-room, some two-room schools, and classes were anywhere from twenty-five to fifty per cent Indian, one being one hundred per cent Indian. One school, probably the only one in the State, serves two full meals a day. The small school can be an example of true democracy, Miss Heffernan said. The teacher can make such a school a mountain-top experience for the children. She can make of it something that each child will remember all his life as the year Miss ..... taught the school. In speaking of democracy in the classroom Miss Heffernan stated that this is the time for instilling in children's hearts impelling patriotism. She said, "Remember, there is just one definition in the dictionary for patriotism, 'LOVE OF COUNTRY'." She went on to say that democracy and Christianity are two great movements, neither one of which has been really tried. During the process of getting acquainted the class discovered that Miss Heffernan had done her first teaching in Goldfield, Nevada, in the second grade where on her first day of school she faced sixty-five children in one class!

After the interchange of experience everyone was eager to go to work, wondering how such a unit would begin in view of present day conditions in world trade. Miss Heffernan first introduced a clipping from the morning paper which contained names of steamers sailing that day and the ports to which they sailed—such ship names as "Black Gull" and "Silver Willow" and such ports as Valparaiso, Singapore, and Hongkong. These ships, the seas they sail, and the ports they come to, provide a perfect example of a dynamic sequence of study. Such questions as the following immediately came up: what's in the boats; do they come back; what do they bring; what are the places like that they go to? Even with war going on in many parts of the world these boats are still sailing, still carrying goods. The concept finally evolved that the understanding of trade is basic to the understanding of civilization, that the specialization of goods has developed trade and the interdependence of nations, also that from thousands of years of barter we have advanced to a system of money.

Helpful suggestions for the development of a unit of world trade were: the suggestion that the teacher provide situations in which children discover the interdependence of nations, of which clippings from the shipping departments of newspapers is one example, and that a study be made of past and present trade routes with maps of 1400 and maps of the present time. Miss Heffernan suggested many ways in which to utilize the varying degrees of ability within a given class or in an ungraded class.

One of the most valuable points that came out of the discussion was the application to the rural school of the theory that "education should help people to do better what life will require them to do anyway."

The Institute included one of the largest book exhibits to be held in the State. The entire gymnasium was filled with the latest developments in books, maps and globes, visual aids, and the State of California Soil Conservation exhibit.

O. W. Walton is president of the North Coast Section, Elementary Principals Association, which held its dinner Monday evening of the Institute in Ukiah. The geographical situation makes it impossible to hold general meetings so that there are only two of these meetings a year. The organization is divided into three subsections with a vice-president for each. These sections hold more frequent meetings. This year the principals headed by Mr. Walton asked for a principals' section in the Institute. They felt that they wanted to study the administrative functions relating to their particular jobs, although many of them are teaching principals. Wanting a practical man to give this course, the principals chose Dr. Graham C. Loofbourow, the newly appointed director of teacher training at Chico State College, who was still an elementary principal last year, obviously a very successful one. The dinner meeting was a get-together of the principals of the entire North Section. Alton Scott, principal of the Livermore School in Alameda County and state president of the principals' association was present. Sixty or more people attended the dinner of the North Section which has a membership of slightly more than fifty.

STATE MEETING OF SCHOOL LIBRARY ASSOCIATION

The School Library Association of California met at the Hotel Johnson, Visalia, October 26 and 27. This group of librarians who have to pay all their own expenses to their state meetings and who necessarily have to meet always in the center of the State in order to cut down traveling time and expense for members from the Northern and Southern Sections are a very earnest group whose importance in the school program, both in elementary and secondary education, is constantly increasing. In a recent article on problems of organizing a new high school, among the chief problems enumerated was that of the selection of *key people*. The list of *key people* read as follows: vice-principals, counsellors, chairmen of departments, *librarians*, registrars, controllers, etc. Unfortunately at present the school librarian conventions must be confined to Saturday and Sunday meetings from which time out has to be taken for traveling as they must be at their desks Friday afternoon and again Monday morning at eight o'clock.

The State Association is made up of the Northern Section and the Southern Section, and while the meeting in Visalia was the twenty-fifth anniversary of the School Library Association, this meeting was listed as the fifth annual convention of the State Association. It was interesting that two members were present at this meeting who were members of the original organization twenty-five years ago. They were Helen Price and Marjorie Van Deusen. Officers of the Association are: President of Northern Section, Marguerite Grayson, High School of Commerce, San Francisco; President of Southern Section, Elizabeth Williams, Assistant Supervising Librarian, Los Angeles City Schools, and State President, Myrtle Barrier, Monrovia Union High School Library.

In addition to the meeting of the State Association there are meetings of the sections. The Northern Section has in addition to its annual meeting book "brunches" three or four times a year, and the Southern Section holds book breakfasts once a month. These meetings consist either of book reviews or often the introduction of authors. There are approximately 500 school librarians in the State with an active association membership of about three hundred and twenty-five. An open council meeting is to be held in February of 1941. Specific subjects are taken up at these council meetings such as reading at different levels, or a meeting may be concerned with only one level as the junior high school and the various phases of library work in this connection.

Edith V. Titcomb, librarian of Woodrow Wilson Junior High School, San Jose, who is a member of the School Library Section of the A. L. A., and is to be chairman of that group next year, discussed the status of membership of the California Association in the A. L. A. She reported that the A. L. A. members had an unusually good time at their meeting in California a year ago and were much impressed with the size of the School Library Association of California as well as the working together of the two sections individually and as one State Association.

The program of the Association included general breakfast and dinner meetings and group meetings at specific levels. Among the group meetings Jeanetta Gatch, director of school libraries in Palo Alto, conducted an elementary section, and Clara Josselyn, Roosevelt Elementary School Library, Long Beach, conducted another. In the junior high field, Margaret Glassey, Emerson Junior High School Library of Los Angeles, conducted one section, and Elsa Neuman of the Everett Junior High School Library, San Francisco, conducted another. Eleanor Wilson, Tulare County Free Library, and Annasue Hughes, Visalia Public Library, were hostesses at a tea. Section meetings were held in the beautiful new Visalia Junior College which is really something to look at with its bright blue walls and the silver sheen of the tremendous amount of glass tile used in its construction.

The most unusual highlight of this meeting was the talk given by Dr. Eleanor Rowland Wembridge, author of *Other People's Daughters, Life Among the Lowbrows*, and her latest, *Let's Understand Each Other*. She talked on "Books for the Non-Bookish." Her talk was a combination of delightful wit and humor and sound psychology. It was a rare treat to hear her (and also to look at her). Helen Boyd, librarian of University High School, Oakland, who introduced Dr. Wembridge, gives us the following biographical information about her. She was formerly a professor of psychology at Mt. Holyoke and at Reed College, and was a referee in a juvenile court in Ohio. She has done juvenile clinic work in New York and Los Angeles and now has a private clinic in Los Angeles.

CORNELIA OTIS SKINNER AT CURRAN THEATER

A Cornelia Otis Skinner booking is always a highlight in theatricals, but her coming engagement of one week at the Curran on November 18th is doubly so, for she is coming in a repertory of her three great successes: "Mansion on the Hudson" (Monday and Saturday nights and Wednesday matinee), "The Empress Eugenie" (Tuesday and Thursday nights and Saturday matinee), and "The Loves of Charles II" (Wednesday and Friday nights). These are the three vehicles that allow her the full gamut of her remarkable histrionic abilities.

The six scenes of "Mansion on the Hudson" cover a span of fifty-four years, telling the story of a once proud and wealthy family and the strange turn of fate endured by the house itself.

In "The Empress Eugenie" she shows the highborn Spanish girl before her marriage to Napoleon III.

To understand Charles II, the Restoration sovereign, is to know the period he so completely dominated. It was the England of dirt—and grandeur, of drunkenness, gluttony, and gout; of magnificent beauties, scholars, wits, poets, and new scientists.

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SAN JOAQUIN VALLEY SCHOOL SUPERVISORS' MEETING

By Alice G. Mulcahy, *President San Joaquin Valley Section, C.S.S.A.*

The San Joaquin Valley School Supervisors held their first all-day meeting in Hotel Fresno on Monday, October 28, 1940. Supervisors—special, general, city, rural—all thinking along their own lines of work, all listening to objectives of supervision, and all discussing techniques.

Francis Drag, new assistant chief of the Division of Elementary Education, State Department of Education, was the main speaker and the leader of the morning's discussion on "Supervision, Its Objectives and Techniques." Some of the many points brought forth for follow-up were:

1. Living democratically in a classroom.
2. Understanding the principles of democracy and their application.
3. The value of long-term planning in education.
4. Discovering and making use of the needs and interests of children and, also, of the community.
5. Providing an opportunity for lay people to discuss and contribute to working out a curriculum.
6. Planning a new type of supervisory program. Why? How?
7. Providing new opportunities for leadership on part of supervisors.

a. Lessening of routine and clerical duties so that more worthwhile and far-reaching work may be undertaken.

Following Mr. Drag's detailed and well-organized presentation, he chaired the discussion period with enthusiasm, sincerity and clear thinking. His challenging statements had struck fire and many suspicions and convictions, as well as questions, burst forth from the audience. They talked. Indeed they did, for at the end of forty minutes time had to be called on them. Reluctantly they went downstairs to luncheon still talking.

Early in the afternoon following some excellent instrumental music furnished by Mr. Bryon and Miss Withrow from the Fresno State College, a new feature of this year's program, was tried out. Mrs. Margaret Van Dussen, head of the school department, Fresno County, reviewed one of Dr. Carleton Washburne's new professional books on Philosophy of Education. We hope to have a professional book reviewed by a librarian at each meeting.

After a brief business meeting the members of the group adjourned to whichever one of the seven special interest groups that most appealed to them. These sessions took care of the special problems in art, music, primary, general, curriculum (health, physical education, attendance, guidance), and librarians.

Since this was Mr. Drag's first appearance officially as new chief assistant, our Valley Section appreciated being so honored, and was happy indeed to have had this opportunity to know him. Having been "one of us," i. e., a rural supervisor, so very recently removed, we feel that he really understands our problems.

Our year's schedule is: December 9, Madera, *Mental Hygiene—Value and Application;* February 10, Merced, *Educational Salesmanship;* April 28, Visalia, *An Evaluation of Supervision.*

LEADING CITIZENS MEET TO DISCUSS CHANGES NEEDED IN EDUCATION

The following article is reprinted from the *San Francisco Public Schools Bulletin* of October 21, 1940

On October 14, 500 leading citizens of the State assembled at the University of California at the call of President Robert Gordon Sproul to learn what should be done about modifying education to meet present day needs.

The occasion was one of first rate importance. All the top ranking educators and civic leaders were crowded into the 500 seats available when President Sproul opened the conference with such an inspirational address as only he can make. He reminded his auditors that changes in education inspired by recent changes in a war torn world must be assumed by professional educators only in the degree that schools can fulfill the serious obligation which such a trust imposes. He told his associates that education was formerly a function of the home, that the tradition of the family, its pride in accomplishments was among the first passed to the younger generation.

Dr. John A. Sexson, superintendent of schools in Pasadena, the second speaker, pointed out that the schools were called upon by the national government only last July to undertake the responsibility for re-training workers to fit in national defense industries; that already 427 communities have set up programs and are actually training 107,000 men.

Dr. Frank W. Thomas, president of Fresno State College, praised the courage of American youth for its realistic recognition of the crisis the nation faces.

"Only by realizing the background of American youth during the past twenty years can we appreciate the mental struggles and transformation which are taking place," Dr. Thomas said. "Throughout most of their lives we have tried vigorously to condition them against military action and warlike activities as a means of solving international problems. The press, the state, and the movies have joined in the effort to show the horrors and futility of war.

"At the same time, there has been prevalent an over-critical, cynical and skeptical attitude toward anything that savored of optimism, enthusiasm, or sentiment. As has been cleverly said, this has been the 'So what?' era.

"Now we are asking our youth to make an almost complete reversal of the admonitions which have characterized their educational guidance during most of the last two decades. The response of youth to this violent and difficult reversal has been, in my opinion, both amazing and heartening.

"Although their acceptance of distasteful realities has been somewhat stoical and without keen enthusiasm, there has been, at the same time, a realistic and courageous recognition of the crisis, which is more reassuring for future stability and endurance than would be afforded by spectacular demonstrations or noisy protestations. . . ."

To Dr. Edwin A. Lee, dean of the school of education, University of California at Los Angeles, fell the assignment of addressing the group on "The Schools and National Defense." Said Dean Lee:

"It seems to me inevitable that for a long time to come we are going to live in a militaristic world. Probably none of us here today will live to see again a time when national defense and all that it means in a military and naval sense will not play a prominent and costly part in our scheme of living.

"Scores, possibly hundreds, of vocations now practically unknown to youth are about to become exceedingly important. . . ."

"Let us, then, quickly get to the business of helping to choose life careers in the armed forces of our beloved country, and let us, wherever possible, in secondary school or college, train for effective entrance into those occupations—holding always to the same high standards of vocational guidance and education, as we have hitherto held for non-military occupations. . . .".

SANTA BARBARA-HARVARD REACH NEW HIGH IN WORKSHOPS

By Ruth Morris
Santa Barbara City Schools

The Santa Barbara - Harvard Workshop, under the able leadership of Dr. William H. Burton, newly appointed Dean of Summer Session at Harvard University, and Dr. Lillian A. Lamoreaux, Director of Curriculum and Instruction in the Santa Barbara City Schools, whose achievements in elementary education are winning for her national recognition, was the mecca this summer for forty-five progressive-minded educators from the East and West. California was well represented by ten members—seven from Santa Barbara, one from Merced, one from Lancaster, and one from Bakersfield.

Unlike the ordinary university class, which pays scant heed to the regions or fields represented by its members, this Workshop considered that each one of its members enriched professional contacts for all. A junior high school principal from New York State, a field supervisor from Maine, a remedial reading supervisor from Washington, D. C., an elementary principal from Oklahoma, a visiting teacher from Massachusetts, a training teacher from New Hampshire, a psychologist from the state of Wisconsin, the elementary supervisor in the city of Boston, and our own Jay Dresser, General Supervisor and Director of Instructional Material in Kern County, California. These and many more gave assurance that no one point of view would be advanced to the exclusion of all others, for every one of these people was invited, and urged, to bring his own problems to the Workshop, where he would have at his disposal the resources of famous Widener library, the assistance and counsel of supervisors and directors whose methods had already been successfully practiced in their own school system, a classroom of recent books for children and teachers made possible by the generous cooperation of educational publishers, and the unique opportunity of discussing his problem or similar problems with other students having the same interests.

In this group of forty-five, some individuals found it to their advantage to work alone, while others were happy to cooperate on their projects. The result was seventeen different subjects on which students sought advice or counsel relative to materials, techniques, or the latest research findings: units on the community; units on foreign cultures; units in the social problems; unified program in the primary grades; unified program in the upper elementary grades; development of courses of study by grade or subject; development of a reading program; development of an art program; development of a science program; development of a program of literature; development of speech opportunities; organization of instructional materials; evaluation of courses of study; a guidance program in teacher training; improvement in the service of the visiting teacher; an activity unit for retarded children; and the reconciliation of theory and practice from the standpoint of the psychologist.

The Workshop was so organized that students would receive help from the advisory staff that was most pertinent to their needs. The group met in general session about three times a week, at which time they were addressed on educational principles on which instructional practice and techniques of teaching are based, in the beginning by Dr. Burton or Dr. Lamoreaux, by other members of the School of Education staff, by distinguished visitors to the University, by publishers' representatives, and at the close by members of their own group, who, having problems that arise in many classroom situations, were happy to share their findings with the rest. At all times, members were invited to raise questions, with the result that many a spirited discussion ensued, with both conservatives and progressives having ample opportunity to express their views.

After the first week members were allowed to follow their own interests, choosing to attend such group sessions as would shed more light on their own problems. All four members of the advisory staff offered two-week sessions in their respective fields. The majority attended Dr. Lamoreaux's sessions in primary or intermediate techniques. Those interested in primary or intermediate art received instruction by Margaret Straight of Santa Barbara City Schools Art Department. Josephine Murray, Director of Music in the Santa Barbara city schools, conducted sessions on the techniques of teaching music in the primary or intermediate grades. Dr. Burton offered a course in supervisory practices needed today. All sections reported a steady, constant, and enthusiastic attendance.

Of course a sojourn in Cambridge would be incomplete without excursions into the surrounding territory to explore the old battlefields, church yards, village greens, and other historic landmarks that form the background against which this nation fought for freedom. Besides the short trips planned by the University to Lexington, Concord, Provincetown, Salem, and Marblehead, members of the group were constantly making up small automobile parties to visit such places as Dedham, location of the famous Dedham pottery works and the old Fairbanks home, one of the oldest in America; to Lynn to visit the home and admire the work of the noted sculptress, Mrs. Doris Appel, a remarkable woman and mother; or to Marshfield for its Third Centennial Anniversary celebration. These and many more gave added color and life to units being built by certain members on the contributions of New England to living in the United States today.

Beyond a doubt, some of the happiest memories of those who attended the Workshops at Harvard will be the get-togethers which culminated in many lasting, worthwhile friendships. The first of these, a dinner at historic Wayside Inn, brought together in genial informality, students and professors of the School of Education who would be working together in the Workshops for the following six weeks. A number of social occasions in and about the "Yard" gave Workshop participants splendid opportunity to know one another better, and it was with a deep sense of regret at parting that the group gathered for a farewell dinner—a typical New England clam bake in New Bedford on the edge of the Massachusetts boundary line.

It was an interesting experiment from many angles, perhaps the most notable being that of the "old line" traditionally inclined educator going to school with the so-called progressives. One of the best things that could happen to the forward march of education in America was the bringing together of those who carried the banners on both sides, expounding their points of view, and having the opposing side point out weaknesses which, in the illuminating light of free discussion, might prove to be non-existent or only needed re-statement to merit serious consideration in the development of a curriculum program designed to promote effective living in a democracy.

HOW AUTHORS WRITE . . . .

We have recently published an interesting and instructive booklet from the manuscript of John George Hartwig. **HOW AUTHORS WRITE** is a series of intimate "portraits of eighteen of the more prominent contemporary authors—based on interviews—describing their methods in writing and revealing the inside stories of their "office methods" . . Price $1.00

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AMERICAN VOCATIONAL ASSOCIATION CONVENTION

The men whose motto is "teach each child to do one thing well," comprising the membership of the American Vocational Association, will assemble in San Francisco December 16, 17, and 18 to talk shop. From east, west, north, and south, from New York and far-off Honolulu, they will come 3000 strong, to exchange ideas in national convention, to attempt to learn new ways of doing an old job—that of convincing Mr. and Mrs. John Q. Public that 60 out of every hundred of their boys would be happier if they were taught a trade, either in school or out.

This is the first time San Francisco has been honored with this convention of a national organization which makes its headquarters in Washington, where it has made its influence more pronounced in recent years by writing into federal laws affecting education provisions giving substantial monetary encouragement to trade and vocational classes throughout the United States.

"San Francisco has earned the convention by its recent expenditures to encourage vocational education, the erection of a half-million-dollar trades school, a two-million-dollar junior college, and the most modernized industrial arts equipment in eighteen junior and senior high schools, all designed to encourage the further development of sound programs of vocational education," said L. H. Dennis, executive secretary, on a recent visit to San Francisco.

Mr. Dennis met with California leaders in vocational education and named John F. Brady, president of the California Teachers Association, as chairman of the San Francisco committee to arrange the convention. Other California educational leaders who are active members of the convention committee include: Dr. Ira W. Kibby, chief of the Bureau of Business Education, State Department of Education; Julian A. McPhee, San Luis Obispo, chief of the Bureau of Agricultural Education, State Department of Education; and Mack Stoker, supervisor of vocational education, University of California.

Joseph P. Nourse, Superintendent of Public Schools in San Francisco, whose devotion to vocational education traces its way through his entire teaching career, addressed a letter to all his teachers in which he called attention to the impending conclave and then proceeded to define vocational education once again:

"Inasmuch as this convention will attract distinguished leaders in the field of vocational education from every state in the union, together with those actively identified with a realization of the several programs of vocational education in different parts of the country, it seems appropriate that all members of the certificated staff should seize upon the coming convention as a timely opportunity for intensifying their study of this subject.

"Vocational education should not be confused with trade and industrial education, the pre-apprentice training program or the training of national defense workers. It is more far-reaching. It embraces every field in which the teacher is attempting to educate a pupil to do one thing well. It ranges from the artistic designs in leathercraft or colored posters to the art of stenography and typewriting. In this sense the majority of the certificated staff should be interested in the national trends in vocations exemplified by the coming of this convention to San Francisco."

In the vanguard of the visitors will be a familiar face, that of Dr. Edwin A. Lee, who left the chair of vocational education at the University of California to become Superintendent of Schools in San Francisco in 1933. He is now dean of the school of education at the University of California at Los Angeles.

The American Vocational Association will meet with the recent report of the American Youth Commission ringing in its ears.

"Equal in importance with reading, but very different in character, is a second means of education that has been neglected because it does not have the sanction of traditional school practice," said the report. Young people need to learn to work. The ability to work for eight hours is not a natural possession; it has to be acquired; immature children cannot labor for long hours.

"The school can introduce productive work without wages in accordance with thoroughly legitimate educational principles if it convinces young people that it is their duty to contribute to community welfare.

"Fortunately schools, by means of guidance and instruction, are taking a far more active part than they ever did before in helping young people to get started in their occupational careers. It has been pointed out in a number of recent discussions of the secondary schools that they ought to take the same interest in their products that a conscientious industrial establishment takes in its output. The schools ought to be able to describe in perfectly explicit terms what a young person is capable of doing and ought to stand by him with advice and assistance until he finds a place in the adult world.

"If this statement is accepted as defining the relations of the schools to their products, the schools at once become factors in the social order of a type far more important and influential than they are now, when, for the most part, they merely turn out graduates and abandon them to the hard chances of modern life.

"There is much reason to believe that the logic of the argument presented leads to the conclusion that secondary schools will shortly have to expand their programs of instruction upward into the fields now designated by the term 'junior college.' If secondary schools reorganize their curricula so as to prepare young people for the expanding and exacting demands of modern living, and if they are to serve as society's means of keeping young people off the labor market until such time as they can be absorbed, then these schools must be ready to offer, in a great many instances, more opportunity to study, read and improve the abilities of their pupils."

If San Francisco educators had been peeking at the script of national leaders they could not have anticipated the trends with greater accuracy than they have in the last five years.

Recently the American Association of Junior Colleges sent its executive officer, Dr. Walter Eells, to visit Dr. A. J. Cloud, president of San Francisco Junior College.

"At the present time," stated Dr. Eells, "California leads the nation in junior college enrollment in proportion to population, due, no doubt, in part to the many successful vocational courses now being offered."

"Outstanding in achievement and organization," said the visitor, "is the Hotel and Restaurant Management Course at your junior college. This curriculum is often referred to by me as a standard in presenting plans for terminal curricula to colleges in other parts of the country."

Trends of the immediate future, explained the visitor, will doubtless have to do largely with mechanical and engineering fields, as occasioned by the national defense program. However, all forms of education, which prepare the individual for immediate employment in a specific field, are now uppermost in all plans for future development of new courses for junior colleges.

A Unit on the Dairy

By BYRD H. GARTEN
Teacher, Jane Addams School, Long Beach
GLADYS L. POTTER
Supervisor of Elementary Education

The Dairy proved to be a vital, challenging unit for a second grade class. It gave opportunity for many types of activity and endless dramatic play. It led well into a study of the creamery and milk products, and finally included a study of the whole community. The unit lent itself to work in skills: actual measuring of size of farm and buildings to be built; use of pints and quarts; much writing of stories, letters, labels, and an increased ability in oral expression. Spelling words were chosen from those pertaining to the unit. Many books easy enough for the children to read were available which gave information about the dairy, creamery, and farm.

The California Dairy Council at Los Angeles and San Francisco sent some valuable material for use of children and teacher too. We were able to get a Monograph of a Dairy from the County Superintendent of Schools, Los Angeles. This has a wealth of pictures and directions for making a dairy farm.

How the Unit Began and was Carried on

The teacher went to a dairy in the neighborhood to investigate before having the children visit. It is a modern dairy and the Golden State Creamery get their milk from it. After the children visited the dairy, they talked about it. We decided what we would have to build if we wanted to have a dairy. The space in the room was decided upon. Each child was allowed to construct the particular thing in which he was most interested. After the construction began many new needs evolved.

The teacher read *Bossy, the Calf* and *The Story of Milk* to the class. The children read *Skags, the Milk Horse.*

We dramatized different parts of the stories. The teacher read "Da-Ra-O" to the class and we kept a class record chart which consisted of:

1. Drink milk
2. Play out of doors
3. Eat vegetables and fruit
4. Brush teeth
5. Sleep 10 hours every night
6. Have a bath twice a week

The second week of school the children went on an excursion. Before the group visited the Golden State Creamery they listed the things they wanted to see and find out. The manager of the creamery showed us through the plant. It was a worthwhile experience. We saw the trucks that brought the milk in ten-gallon cans from the Thompson Dairy and we learned how the elevators took the cans up and returned the empty ones. We saw the milk weighed and the tests made for butter fat. We learned that the dairyman is paid for his milk according to the amount of butter fat it contains. The pasteurizing of the milk and the cooling coils were of much interest. Next we went to the room with the bottle-washing machine and the machine that filled the bottles with milk, and then put the caps on. The bottles of milk were put in boxes and taken to the refrigerator rooms. We went into those big ice boxes too. Last we saw milk products, butter, cheese, and ice cream. When we returned to school, each child told something he especially enjoyed seeing or that he had found out.

The construction of a dairy and creamery began at once when the children had the stimulation of the excursion. Some of the things they made were:

A fence around the entire dairy farm; milking barn (including feeding trough and stanchions); feeding barn; silo; feeding rack; water trough; windmill; cow pasture; horse pasture; refrigerator room; house with office, desk and chair, lawn, flowers, trees, and shrubs around office; trucks for hauling and delivering; and little flat truck for milk boxes.

They cut wooden cows and horses out of ply wood, they made dolls of pipe-stem cleaners, button molds, and sheet lead. These dolls were dressed in white, since they were milk men. A group of children planned and painted a big mural at the back of the farm for background. All of the children had an opportunity to churn. Subjects which entered the discussion periods which followed their dramatic play were: cleanliness, value of milk, kinds of milk; milk products; kinds of cows; what the cow gives us; how dairyman takes care of cows when well or sick; the deliveryman's job; the work of the man in the office; other animals that give milk; hand milking, and milking machines.

Creamery

As the work on the Dairy progressed the class wanted to build a creamery like the one we had visited so the dairy could send its milk to the creamery.

Each child drew a plan as he thought a creamery should be, putting in all the things we would need—number of rooms, machinery, etc. When these plans were shown and discussed, the class discovered the need for more information, so pictures and books were found to help and many children visited the creamery again. After several days of study the plans were revised and the class selected the one they liked best.

The next step was deciding what each child wanted to build, or work on. Each child made a plan of his particular piece of work. He discussed his plan with classroom and industrial arts teachers before he went to work.

They built an eight-room creamery containing: garage, elevator, scales in weighing room, pasteurizing tank, cooling coils, bottle-washing room, bottle-filling and capping machine, refrigerator, store and office, and trucks.

Through dramatic play the teacher found out what the children had learned about dairies and creameries and their part in community life. Mistaken ideas were corrected and more information to make the unit true to actual life was supplied.

Through dramatic play the right attitudes toward play, use of playground equipment, the school in general, cafeteria conduct, choosing of proper lunches and milk as a food for health were taught.

After a few days' play the class decided they needed many places to deliver milk to: homes, stores, school cafeteria, cafes, drug stores, hospitals, milk sanitarium. So these buildings began to appear.

In the cafeteria we had tables and benches. The class discussed: proper kinds of lunches; a well balanced meal; a good breakfast; and why I need milk.

Milk Sanitarium

The Milk Sanitarium was a two-story building made of an orange box on end. It had a sun porch, and much discussion about sun and fresh air resulted. There is a Milk Sanitarium near our school.

We found out that people go there to rest or be built up after an illness. The class made beds and wheel chairs for their patients and talked to them about milk, milk products, and foods made from milk. They made lists of these foods.

Learning Values of Dairy and Creamery Unit

The activities engaged in by the children included original stories printed on big charts by the teacher. They were kept for reference, information, and supplementary reading experience.

Many books about milk, dairies, cows and creameries were read by the children. They had a purpose in reading to discover new facts needed in dramatic play. Much interest was created by allowing children to bring their own books and stories about our unit and to read to the class.

A number of films from the Visual Aids Department were enjoyed by the children.

The children wrote their own stories and read them to the class.

A list of words relating to the dairy and creamery was made and added to from time to time. All of the children used these words freely in their conversation and written work.

dairy	calf
Holstein	creamery
Jersey	lunch
milk	superintendent
cream	manager
barn	refrigerator
silo	machine
windmill	office
udder	horses
garage	stanchion
pints	milkman
quarts	delivery man
half pints	truck driver
bottle washing	water trough
bottle filling	hay rack
butter	elevators
truck	time
feed	weighing room
milking barn	pasteurizing
feeding barn	cooling coils
pasture	cheese
hay barn	ice cream
cows	price

There were so many things to talk about that the children gained much in language ability. This particular class would not or could not give one complete sentence about anything when the unit began. Near the end of the unit, every child could give two or three sentences about dozens of things in the dairy and creamery. The main aim and purpose of choosing this unit was to develop language power with this class, to give them information, facts and knowledge about something in which they were interested to stimulate a desire to talk to each other and to other people.

Not only had the class grown in oral English development but also in written work. They were capable of: writing a two- or three-sentence paragraph; they had learned that a sentence begins with a capital and ends with a period or a question mark; they had learned the use of apostrophe and s; they had learned quotation marks, and they had learned about margins.

The class had need of these words and many others, but they were all able to spell this list—

cow	to	lunch
calf	girl	cheese
milk	farm	get
barn	this	the
cream	store	us
time	hay	take
we	make	boy
from	is	dairy
milkman	butter	bottle

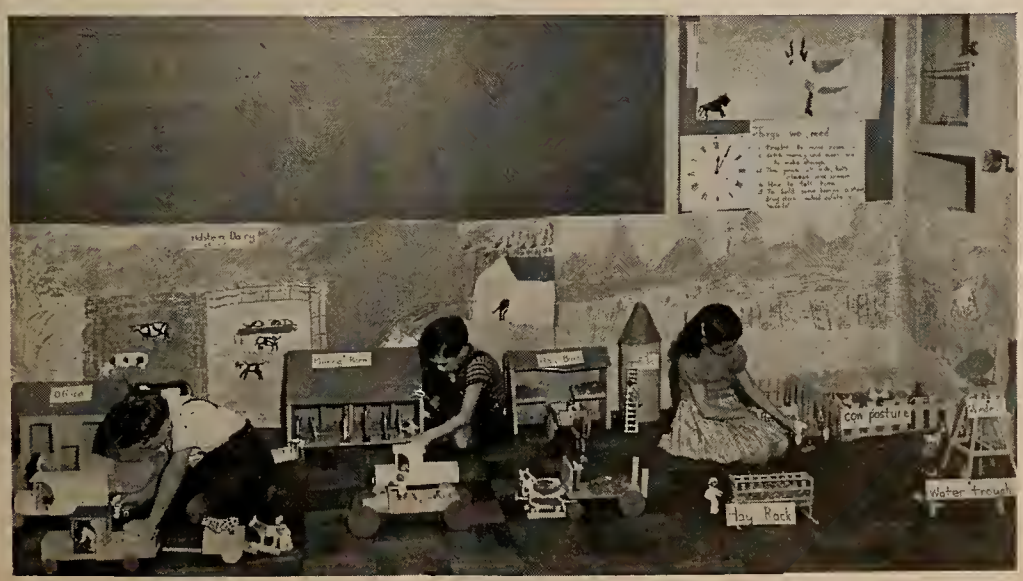
Long Beach, California

The character traits developed were: self-control—learned to wait turn to build, talk or play; courtesy—learned to speak one at a time; responsibility—learned to complete one thing before attempting a new problem; dependability—learned to put away materials in proper places, and carried out particular duty assigned by group for that day; co-operation—helped each other in planning, building and cleaning up; kindness and consideration—learned to appreciate contributions of others; and alertness—learned through careful evaluation of dramatic play.

The children were able to write addresses and telephone numbers of customers at the dairy and creamery; thank you letters to the men at the creamery where we visited; letters to their parents to visit our dairy; stories about dairies and creameries; orders; labels for all buildings and their parts.

All of the boys and girls learned how to use a saw and a hammer. They made good use of the work bench and saw horse. They learned to use a yard stick and measure accurately. They became familiar with different kinds of lumber and could ask for it by name and size.

There were many number learnings in the experiences the children had. They learned to measure in inches, feet, and yards. They learned to tell time since it was necessary to know when the milkman should milk and when to deliver milk as well as the time to open creamery and store. They learned quarts, pints, one-half pints through handling milk bottles. They recognized different pieces of money and how to make change in order to play in the store.



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Library News

Edited by MABEL R. GILLIS, State Librarian

One of the important functions of California libraries is the collection and preservation of material in regard to our state's colorful history. Some libraries collect only state-wide information, while others emphasize the history of the particular locality in which they are situated. The Monterey Public Library has had an interesting past and is engaged at present in worth-while activities in the preservation of historical materials which the librarian tells about in this article.

MONTEREY PUBLIC LIBRARY HISTORY COLLECTION

By Bertha Dubinski Hellum
Librarian

Although it has for some time been generally known that material on early California can be found most successfully in the libraries of Huntington (San Marino), Bancroft (University of California at Berkeley), and the California State Library (Sacramento), many authors, scholars, hobbyists in Californiana visit the Monterey Public Library in the hope of "discovering" some rare item or source material which writers before them have overlooked. To anyone familiar with the general sequence of events in the history of our state, this would be a logical hope. Monterey, the first capital of California, contained the first library in California, and was the location of the first printed newspaper in California.

Beginnings of Library Society

In 1849 the start of the first public library society was made with a few volumes, "being worth about $25." Later in the year shares were sold to the more prosperous citizens. Forty dollars a share assessment brought the sum of about $1500, which was used to buy books in New York. Rev. S. H. Willey, in his "Thirty Years in California," takes full credit for this undertaking. "Before I got too busy otherwise, I proposed the plan of a library to the people. They entered into it heartily, and subscribed at once some fifteen hundred dollars with which to buy books. I had a good supply of New York publishers' catalogues with me, and so, with the assistance of others, I made out a very choice list of books. In due time they all came in good order, and so, on the list of California public libraries, that in Monterey ranks as the one established first." Old-timers here like to remind us that these books came by sailing ship around the Horn, and that there were about one thousand volumes, written and printed in Spanish and English.

This collection of books has moved several times: from the old Cuartel to Colton Hall, and finally to a wooden two-story school building which was destroyed by fire. This, then, is the explanation for the lack of original source material which the Monterey Public Library should have.

Now, why the bother of a published article on a history collection that no longer exists? To show, perhaps, how circumstances which may appear at the time to have a finality, can be looked upon over a period of time as a temporary set-back.

Monterey Library Association

In 1901 a group of ladies comprising a local reading club, organized the Monterey Library Association, with the object of providing Monterey with a public library. By 1907 the library was transferred to the city; a collection of 1600 volumes, at a time when the population of the city was 3500. In 1911 the present building, donated by Carnegie, was completed. Our newspapers are bound in a continuous file from January 1907, to date. Scattered issues of earlier local papers are carefully preserved, but with one exception, none date earlier than 1884.

William F. Smith Collection

In 1913 the Mayor of Monterey purchased from William F. Smith a collection of 123 books, which he had gathered together in Mexico. Most of these books relate to Mexico, but a few of them are about Spain, Central and South America. Anyone that is interested in a study of Maximilian would find a wealth of material here. We have used this collection for costume, design, and motif, but not very much as a background collection for the study of early California. Publication dates on these books are from 1563 ("Provisiones y Cedulas," Mexico, Ocharte) to 1901, but most of them were printed in the nineteenth century. Among the most interesting of the earlier volumes are: Hernan Cortes' "Historia de Nueva Espana" (Mexico, 1770), Padre Miguel Venegas' "Noticia de la California y de su Conquista" in three vellum volumes (Mexico, 1798), Ulloa's "Voyage to South America" (1757), Solis' "Historia de la Conquista de Mexico" in two volumes (Madrid, Sanchia, 1783), Torquemada's "Monarquia Indiana," (Madrid, 1723), Benaduci's "Idea de una Nueva Historia de la America" (Madrid, 1746), and Palou's "Relacion de la vida apostolicas tareas del venerable padre Fray Junipero Serra" (Mexico, 1787).

Segregation of Local History Material

The eagerness with which I accepted the appointment three years ago as librarian of Monterey was motivated by an interest in California history, an interest that was deepened by study under Dr. Herbert Eugene Bolton of the University of California. To Monterey, the cradle of California history! It was a disappointment to find that no special emphasis was placed on a local history collection.

One of my first projects was to follow the practice common to many public libraries of lettering a C above the classification number of all books in the library that contained California material, fiction as well as non-fiction. These books, on shelves separate from the rest of the collection, are given prominence in the reading and reference room. It is hoped that this may help the people of Monterey to become aware of the historical importance of their community. All pamphlets and magazine articles containing local material are bound and catalogued as books. We hope to begin a separate card file of Monterey subject references in the near future.

Help from W. P. A. Projects

Two projects of the W. P. A., sponsored by the city manager in 1936, merit attention. One is called "Historical Survey," and has for its objective a "quick and ready reference to historical events in California and more particularly to Monterey." Though its value for what it purports to be can be questioned, it has proved to be a short-cut for us in many instances. For example, if one is interested in reading on the celebration of Christmas in Monterey in the early days, a glance at the subject index refers to two books, and the index to these books indicates which library on the Monterey Peninsula has these books.

The arrangement of the "survey" is complicated, but once the trick of using it is mastered, it becomes a handy tool. The second project, completed in 1937, is on the adobes and other old buildings in Monterey. This has been an exceedingly valuable book to us in our reference work. Copies of both of these books (typewritten manuscripts), have been placed in the State Library.

Picture Collection

Very recently the Monterey Public Library acquired a photo copy machine, which enables us to make copies of pictures, maps, and written or printed material at a cost of approximately 10 cents

a page. Old-timers are gracious in their permission to allow us to copy their pictures, as they have the assurance that if anything should happen to their precious original, we will have the negative on file and can make them another copy. In this way we hope to rebuild the Monterey history collection that was once lost and neglected, and with the modern invention of photography we can build more solidly and more quickly. It will be a practical collection for a public library, as less guardianship will be necessary for copies than for original source material.

It should be a more useful collection for the user, for it will be more accessible and more readily available than in a different type of library. A Public Library is open longer hours than a specialized library.

Our picture file of early Monterey is growing by leaps and bounds. In three years time it has grown from a group of pictures in an album to a mounted file of several hundred. It is our intention to safeguard the negatives in a vault, numbering them as they are made. The positives will be mounted, numbered to correspond with the negatives, and filed according to subject. The City Manager's office and the Chamber of Commerce are giving us their collection of pictures to maintain, now that we have demonstrated our ability to take proper care of them, and our willingness to lend our efforts and materials for exhibits when called upon.

Last month we exhibited at the County Fair, and in the foyer of a local theater that wished local atmosphere to announce the advent of the picture "Our Town."

Help From Other Organizations

Our historical work is encouraged by the Monterey History and Art Association, which subscribes to the California Historical Quarterly for us, and has purchased some Californiana for the library. The local museum board has expressed a willingness to aid the library in the endeavor to build a good Monterey history collection.

A complete file of California's first newspaper is preserved at the State Library. It is hoped that this file will be micro-filmed some day soon, and that we will be enabled to purchase a copy of the film and the proper projector to utilize it.

The collection, preservation, and making available for use this material on Monterey may take many years to achieve with our limited budget, but this is a legitimate function of the library and should take its place along with the objectives of education and recreation.

GEORGE T. CLARK

We are indebted to Jeannette M. Hitchcock, Keeper of Rare Books, Stanford University Libraries, for this account of the contribution which George T. Clark made to the development of libraries in California.

George Thomas Clark passed away at his Palo Alto home Saturday morning, October 19, as a result of a stroke. He had been ill for some time and since February had been confined to his bed.

Mr. Clark was born in San Francisco December 7, 1862. He graduated from the University of California in 1886. During his undergraduate days he served as a student assistant and upon graduating he became a full time assistant in the University Library. During 1887 he was appointed deputy librarian of the California State Library. While in Sacramento he assisted in the compilation of the Index to the Laws of California, 1850-1893. 1894 saw Mr. Clark made librarian of the San Francisco Public Library. And in 1907 he came to Stanford University as librarian, holding this position until his retirement in December, 1927.

In 1895 Mr. Clark, Arthur M. Jellison, and Joseph C. Rowell took the initiative in organizing a library association, and in February of that year the first meeting was held in the office of the librarian of the San Franicsco Public Library. Two weeks later a constitution was adopted, officers were elected, and the Library Association of Central California came into being. In 1898 the southern librarians joined the association and an amendment to the constitution changing the name to Library Association of California was adopted. In 1906 the name was changed to California Library Association. Mr. Clark was No. 2 in the roster of C. L. A. members and all during these early years was very active in the association.

Mr. Clark had long cherished the desire to write a biography of Leland Stanford. Retirement provided the leisure and time for research and writing, and in 1931 his "Leland Stanford, War Governor of California, Railroad Builder and Founder of Stanford University," was published.

Mr. Clark served as vice-president of the California Library Association in 1895 to 1897, and as president in 1898. He also served on the committee that studied the state library commission project in 1902. He was chairman of the Historical Committee of the California Library Association which issued the booklet, "Proceedings, 1895-1907," and he served also on numerous other C. L. A. committees.

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

SCHOOL TRUSTEES - NATIONAL DEFENSE

One of the important accomplishments of our recent annual convention in San Diego was the following resolution, unanimously adopted after being carefully considered by the committee, and the advisory group. Committee members were: Mrs. Laura McCandless, Montebello; Mrs. Mary Faye, San Diego; Dr. Louise Hector, Berkeley; J. E. Bailie, Ontario; Hugh Wallace, South Pasadena; Mrs. E. L. Bonnett, Riverside; Mrs. I. E. Porter (ex-officio).

Advisory members of the committee were: Dr. C. D. Hardesty, Dr. John A. Sexson, Dr. Will C. Crawford, and Sam H. Cohn.

"Realizing in these days of disturbing thought and destructive action that public education is more than ever essential to the understanding and defense of American democracy, the California School Trustees Association reaffirms its faith in the public schools and pledges every resource available to the continued improvement and support of public education in California.

"As a better means of understanding the issues involved and the opportunities for service through public education, the Association endorses the statement on 'Education and the Defense of American Democracy' recently issued by the National Educational Policies Commission and urges that members of this Association, and the school staffs generally, read this statement carefully as published in the bulletin of the Commission and reprinted in the September issues of the *N. E. A. Journal* and the *Education Digest*. The Association urges that this statement of policy be applied to each local community as may best fit its needs.

"The Association offers its cooperation to the California Educational Policies Commission in the development of a statement of policy and program of public education particularly adapted to the needs of this great commonwealth.

"The Association suggests that those responsible for educational policies in each community study their local situation with a view to issuing supplementary information which may help to guide the school staff and interested citizens in better understanding the opportunities and responsibilities of public education.

"In connection with the development of various national programs to promote preparation for national defense, the Association wishes to recommend most strongly that as far as possible these programs work through and be coordinated with public educational organizations already functioning. Specifically, the Association recommends that federal funds for vocational training be disbursed through and under the supervision of the State Department of Education and that the N. Y. A. and other federal agencies coordinate their funds and efforts with local public schools in an attempt to supplement, rather than parallel or displace programs of vocational education and other educational activities already under way. The control of education must continue to rest with the local school unit.

EXECUTIVE BOARD TO MEET
There will be a meeting of the C. S. T. A. Executive Board on Sunday, November 30, at 10:00 a.m. in the Biltmore Hotel, Los Angeles. Proposals for legislative action should be submitted either to Mrs. Porter or to Dr. Pierce before the 30th

"The Association wishes to record its desire to cooperate with all interested groups and individuals in each community along the following lines:

"1. Promote activities that will assist in developing an adult understanding of the democratic process and of the seriousness of current problems.

"2. Develop through the democratic process a national unity of purpose.

"3. Endeavor through the schools to develop an appreciation and understanding of America.

"4. Encourage the teachers to accept responsibility for teaching love of country and respect for American democracy.

"5. Maintain the regular school program, especially on the elementary level."

Since the first publication of this resolution it has been given rather wide publicity, and it has also served as a basis for several editorials having to do with the subject of national defense. The part which public education should play in the national defense is a subject which concerns all persons connected in any way with our public schools. At the Superintendents' Conference in Coronado several conferences were held, and at the University of California in Berkeley more than three hundred educators from various parts of the state spent several days in the study of the relation of education to the national emergency. A later development is the request (in the form of a questionnaire) for suggestions in the matter of educational policy and planning. These have been sent out by Dr. John A. Sexson, chairman of the Educational Policies and Plans Committee, and from the replies received it is hoped that a statement may be formulated which will be of significant influence among all persons, agencies and institutions interested in public education in California.

SANTA BARBARA COUNTY TRUSTEES MEET

Meeting in the commodious Veterans Memorial Building of Santa Maria on October 19, almost one hundred trustees of Santa Barbara County spent the day in consideration of school affairs ranging from "America and the Changing International Scene" to group discussions of problems of rural schools. County Superintendent Muriel Edwards shared honors with Superintendents Andrew P. Hill and Robert Bruce of the Santa Maria schools, each of whom was responsible for certain sections of the program.

Dr. F. C. Wootan, who is not only a member of the faculty of Claremont Colleges but also an active member of Claremont Unified School Board, discussed "Trustees' Contribution to National Defense" and listed as some of the important duties of local governing boards: (a) to carry on the "regular" school program; (b) maintain a stable curriculum; (c) learn to differentiate between "play" and physical education, so that there will be ample support of the physical education program; (d) strive to eliminate any illiteracy in the community. Mrs. I. E. Porter discussed activities of the California School Trustees Association, dwelling on the part which governing boards may play in any educational program for national defense.

Walter Fluke, Chairman, has called a meeting of the Los Angeles County Unit of School Trustees for November 14 at Alhambra. This will be a dinner meeting at which Dr. Edwin A. Lee, Dean of Education at U. C. L. A., will address the group on "The Relation of Vocational Education to National Defense."

NEWS NOTES

THE AMERICAN VOCATIONAL ASSOCIATION has chosen San Francisco for its 1940 convention, and will convene December 13-18. School board members are welcome to this conference, and should take this opportunity to acquaint themselves with developments in Vocational Education, particularly with reference to recent federal grants.

PRESIDENT C. W. PIERCE of Los Angeles has returned from the national convention of the Public School Business Officials Association held recently in Detroit. Dr. Pierce is a firm believer in cooperation, particularly in school maintenance and direction, and brings back an enthusiastic report of the growth and development of the business officials organization during the past year. A. P. Mattier, business manager of the Compton secondary schools, and John Cate, Assistant Superintendent of Glendale schools, also attended the convention.

THE VENTURA COUNTY TRUSTEES ASSOCIATION met recently in Santa Paula, and enjoyed a dinner meeting in the High School cafeteria. G. W. Crawford, president, presided, assisted by Mrs. Ellis Giacomazzi, secretary of the county unit and member of the Board of Directors of the State Association. Dr. Wm. G. Campbell of the University of Southern California was the principal speaker of the evening.

WALLACE WILSON, County Superintendent of Schools in Amador County, has called a meeting of his trustees for November 23, at which time Mrs. I. E. Porter will speak on "California Schools and National Defense." This is the first meeting of trustees in Amador County for several years.

THE ALAMEDA COUNTY TRUSTEES ASSOCIATION met in the beautifully appointed community house at Castro Valley School on October 7. President Glen V. Pierce presided over a barbecued steak dinner which had the appearance of a regular Thanksgiving dinner. The steaks were prepared by E. S. Perry, secretary of the association, and were enjoyed by more than seventy-five guests. Mrs. Porter, E. E. Muller and Dr. L. D. Prince were the speakers of the evening.

FRIENDS OF FRED HEATH, formerly President of the South Pasadena Board of Education, and of the Los Angeles County Trustees Association, will be glad to know that he is improving in health after almost two months spent in Huntington Memorial Hospital in Pasadena. Mr. Heath is a member of the Advisory Board of the State Association, and has taken an active part in many of its affairs during the past few years.

LEGAL DECISIONS AND OPINIONS

Inclusion in Elementary District A. D. A. of Kindergarten A. D. A. for Purposes of Tenure Law—

In construing School Code Sections 5.500 and 5.501 (providing for the classification of persons as permanent employees of school districts) the average daily attendance of an elementary school district must be held to include therein the average daily attendance of any kindergarten or kindergartens maintained by such district.

La Rue v. Board of Trustees of the Baldwin Park School District, etc., et al., 102 C. A. D. 365.

Classification as Permanent Employee of School District by Operation of Law—

When by the operation of law a teacher is entitled to classification as a permanent employee, the failure of the employing board to classify such teacher does not preclude the classification but the same inures by operation of law.

La Rue v. Board of Trustees of the Baldwin Park School District, etc., et al., 102 C. A. D. 365.

Recall of Members of School District Governing Boards—

A school trustee is not a state, county, township, or city officer, and therefore does not come within the provisions of Election Code Sections 11051 and 11100, or of Article XIII of the Constitution, and is therefore not subject to recall (citing A. G. O. 2692 and 3175).

A. G. O. NS2783, July 19, 1940.

Use of School District Buses Under Community Recreation Enabling Act of 1939—

The Community Recreation Enabling Act of 1939 (Deering Act 6553) authorizes the governing board of a school district to use, or permit the use, of buses of the district to transport children of the district to and from a recreation center established by the district, or to carry out the purpose of any recreational program the school district undertakes pursuant to the Act, or in which it cooperates with any other agency, provided such use will not interfere with the use of the buses for any other purpose of the public school system.

A. G. O. NS2790, July 20, 1940.

Chapter 5 of the Fourth Extraordinary Legislative Session of 1940, which became effective October 2, 1940, added School Code Section 3.93, which reads as follows:

3.93. The governing board of any high school district or unified school district may provide for the maintenance on Saturday of special day and evening classes in vocational training authorized or provided for by any program of national defense of the Federal Government, or any agent thereof, acting through the State Department of Education.

The average daily attendance of pupils upon classes conducted on Saturday pursuant to this section shall not be considered in computing the average daily attendance for the purpose of making apportionments from State funds.

This section shall have no further force and effect on and after April 1, 1941.

Fiscal Year October 1 - September 30; Dues Now Payable to California School Trustees Association

Mrs. I. E. Porter, Executive Secretary,
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Book Reviews

From the Macmillan Company

SAFETY by Sidney J. Williams and W. W. Charters. Price, $1.60. This practical guidebook to safety is intended for the use of students of high-school age, but it is written in so simple a style that students in the upper elementary grades would have no difficulty in reading it. It covers every phase of safety education—safety in school, home, on the farm, in recreation, on the highway, in automobiles, and in occupations—and approaches each topic from the point of view of explaining the reasons for the dangers and for the precautions which we should take to avoid hazards. This explanation is made the more interesting and effective by the study of scientific principles. Students who know the scientific principles involved in the various causes of accidents (e. g., spontaneous combustion, center of gravity, reaction time in stopping a car) are the more likely to form correct habits. Other important features are: detailed directions are provided as to what to do in emergencies; attention is given to the psychological aspect of safety; stress is laid upon the need of cooperation; an extensive study equipment is given; and a definitely educative illustrative equipment is provided. The authorship of the book represents collaboration of a safety expert and a specialist in education. Dr. Charters, of Ohio State University, needs no introduction to American teachers. Mr. Williams has had extensive experience in the field of public safety: he was chairman of the Committee on Uniform Traffic Legislation, which formulated the now universally used Uniform Vehicle Code. As Director of Safety for the Federal Civil Works Administration, he supervised the activities of more than four million men. He is at present Director of the Public Safety Division of the National Safety Council.

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WILLIAM F. EWING,
Superintendent of Schools,
Oakland, California.

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
A Spanish Unit, Eleanor McDonnel 10
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

December, 1940

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NEWS OF EVENTS, PEOPLE AND ACTIVITIES IN THE EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Stafford

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Jottings of a Traveling Bookman

By W. M. CULP

We seem to be set upon by peculiar times when the elements in storm and fury attempt to equal the wild unconquerable unrest that has made human life problems anything but calm and peaceful. Blizzards in the Dakotas, torrential rains in Texas and an ice-cap over Amarillo, earthquake in Rumania, and a snow-white Thanksgiving in the New England States to compensate, were the headlines the last of November. With our United States celebrating two Thanksgiving days this year, one by presidential decree and the other by established custom, due credit was given to the significance of the day. To a New Englander Thanksgiving is his day. From that time in Plymouth when the first feast was given in thankfulness for a full larder and for the fact of being alive in a habitat of their own choice, New Englanders have looked upon this as their day of days of home-coming, cheer, and thankfulness. Ten inches of snow in Boston and more or less throughout the rest of New England, icy roads, and chill winds gave a zest to the dinners of turkey, cranberries, plum pudding, cider, apples, nuts and candy that to the present generation give only a faint picture of the thankfulness of the forefathers.

✓ ✓ ✓

The sweeping aside of ideas seemingly infallible is the commonplace thing of modern times. Educators for years have held to the theory that if you wanted to be prepared to take up any definite line of work in the colleges of the land the preliminary work done in the grade and high schools and academies of the country should have a definite bearing upon the studies to be subsequently pursued. Prerequisite courses were therefore prescribed as entrance requirements into certain colleges and certain departments of those colleges. Now comes the announcement by Dr. Wilford M. Aiken, Professor of Education at Ohio State University, as chairman of the Progressive Education Association's Commission on Relations of Schools and Colleges that "Irregular high school courses picked by the students themselves and not conforming to college entrance requirements, are turning out better college students than those with standard preparation." This report was given to the Middle States Association of Colleges and Secondary Schools at a session of its fifty-fourth annual convention recently in Atlantic City. The report was based upon the unorthodox courses as given in thirty selected public and private high schools scattered from coast to coast, whose students by private arrangement have been admitted to a large number of colleges that have waived their normal entrance requirements for these students. The first class of these students finished their four years last summer. Observers found that the students were more interested, more active in outside studies, more confident in their own preparation for hard college work, and getting better results than those prepared by prescribed courses. It was found that this was most true with those whose preparation was most unorthodox.

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A few years ago the burning question of indoctrination was a subject at any small or great convention of educators that would call forth more fervid oratory than any other topic. We have been told so often that educators are leaders that we have almost come to believe it until some great movement sweeps the country and the educators fall into line. For years our schools have been teaching peace and good will to all mankind as the supreme end of human endeavor. It is a subject basic with the Christian religion. In times of stress before the last world war the youth of the land had to change their views on life radically. During the present conflagration the same thing is happening. Indoctrination in the righteousness of our cause is made a definite part of our educational program. For instance, the New York City schools for the past six years have had a "Peace Syllabus" under which many schools had developed comprehensive peace programs, integrating the subject of peace into the entire curriculum. Boys and girls in the impressionistic age were warned of the futility of war, the awful price paid in terms of bloodshed and economic waste, and the utter insanity of armed conflict. They were urged to work for world-wide tolerance and international amity. This Syllabus has now been revised into the "Peace-Preparedness Education Syllabus." Emphasis now will be placed upon defense as a means of preserving peace. While the schools may continue to teach the value of peace, it will not be a "peace at any price" philosophy. The children will learn about conscription, the importance of national defense, the underlying principles of the draft, and other factors pertaining to the changed world conditions of today. Three points are to be stressed: the necessity for national unity, the necessity for hemispherical solidarity, and the necessity for adequate national defense. Obedience to the law will be emphasized. Children will be told that certain fundamental principles in American life are worth defending. The revised program will indicate that there are things even worse than war, and that occasions may arise when it will be necessary to defend American Democracy.

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The problem of truancy in the public schools of the land has had perhaps more said about it and less basically done toward its solution than anything else connected with public education. It is true that the truant officer is now known as the attendance officer, but according to George H. Chatfield, Director of the Bureau of Attendance for the New York City schools, the treatment of truant children generally still takes place at the wrong end of the line—after the children become truants. Truancy, he points out,

is simply a symptom of something else, and the place to find the trouble is at the beginning of the line, when the child begins his schooling. Mr. Chatfield feels that the school itself should play a more important part than the attendance office in solving the child's behavior problems. The only hitch to such a plan, he points out, is that there is not enough money available for the necessary personnel and facilities. He said the principal reason for non-attendance was the children's inability to understand their studies. The simple inference is that these youngsters did not want to go to school because they could not do the work. He advocates remedial instruction from the beginning with those evidently falling behind in their work. He advocates the finding of what is wrong precisely instead of generally. He considers the only place the problem can be handled is in the schools, where there should be people on the staff whose sole business it is to handle such maladjustments. He considers the problem as entirely a matter of skilled adjustment—adjusting the school to the youngster's needs and capacities and doing what you can to adjust him to the school. This has been done to excellent degree in some smaller school systems, but in the large cities of the country with their tens and hundreds of thousands of pupils little on the whole has been done except to grind the pupils through and check up on the misfits after the harm is done.

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Nelson A. Rockefeller, recently appointed co-ordinator of commercial and cultural relations between the American republics for the National Defense Council, warns in his first speeches that we must meet the challenge of imperialistic propaganda by spreading the gospel of truth, and by closer economic, cultural, and language ties. Of particular import to educational leaders in the country is the fact that the barrier of language that holds us apart is something that they can help solve rapidly. Mr. Rockefeller says, "Spanish, or its sister tongue, Portuguese, must become a second language in North America. It is my hope that English may become a second language for the republics of the south. As a citizen of North America, I confess no little shame in the fact that English is much better known to my friends in Rio de Janeiro, in Buenos Aires, in Caracas and Bogota than Spanish and Portuguese are known to us." To emancipate the Americas from the now alien cradle of Europe, he suggests that

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we come to "know more about the language, the customs, the history and the heroes of the peoples of South America." He advocates an exchange of eminent leaders of the arts and sciences between our country and the republics of Latin America. Spanish is given in most of the high schools of the United States. Classes can easily be multiplied if high school advisors recommend the taking of this subject. If our welfare depends upon the cultivating of the friendship of peoples south of us it should be done.

✓ ✓ ✓

The fact that California has gained 1,196,437 residents in the last decade, while eastern states have been static in growth, decreased or increased minutely in population, has had a definite effect upon education. It seems that growth of population has a most definite effect upon educational practice. Where there is ado and bustle and expansion the schools partake of the same flavor.

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In all times of crisis educators are confronted with problems that have always been theirs, but which an intensification of public interest brings forcibly into the spotlight. The question of an adequate training for citizenship in a democracy is now to the front in the high schools of the land. A group of distinguished educators, who conducted a nation-wide survey in the field of civics under the auspices of the Educational Policies Commission of the National Education Association say that in all but a few cases the high schools are lamentably falling down on the job. They report civic education is fragmentary, incomplete and in need of drastic revision in schools throughout the country, from Maine to California. In their 480-page report issued recently under the title, "Learning the Ways of Democracy," numerous examples of superior teaching programs are cited, indicating how schools can, if they will, teach the basis of good citizenship to their students.

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Six men in Colgate University's School of Social Science this year, under the direction of Dr. W. L. Hindman, instructor in politics, and J. V. Garland, instructor in public speaking, will be trained in scientific approaches to persuasion and at the same time perform a service to off-campus organizations as a result of a course in discussion leadership. These men meet three hours weekly undergoing training for at least fifty off-campus appearances this fall. In these appearances they will discuss pertinent topics of the day such as "the National Defense Program," etc. The main purpose of the course is to give the students facility for leadership in every type of audience. To realize this the students are first grounded in audience psychology, the possibilities for face reading, methods of picking the leader in an audience and through him determining the type of audience.

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The part the radio is playing in modern education is becoming more important month by month. With the NBC holding generally to adult educational ventures and the CBS favoring direct-to-classroom broadcasts for children the 1940-1941 programs of the major companies follow that division to more or less degree. In these past years these educational programs have been sponsored and paid for by the companies as a form of public service. They are now looking for commercial support for some of these educational programs. This is not expected to change the educational value of these programs. Both major companies in the past and in the future consider the radio program an aid to the teacher rather than an end in itself. They realize the limitation to the radio lesson wilthout a follow-up, or in some cases a build-up to the program to come. The major problem affecting the public school is the installation and operation of radio receivers. All the building of excellent programs cannot show real results until the programs are heard in classrooms at scheduled periods. Getting radio receivers into the classroom is no easy task owing to limited school budgets and tightened civic purse strings. Many schools have a centralized radio receiver, but for educational purposes this has a distinct disadvantage in that the program selection for the entire school can be made in the principal's office. This takes the program choice out of the teachers' hands and places the principal in the guise of the censor. The best idea is considered to be a separate receiver in every classroom where the tuning flexibility can be greater to meet the needs of the individual classes.

Western School News

Edited by MORRIS WAGNER

CONVENTION OF AMERICAN VOCATIONAL ASSOCIATION

As this issue of the JOURNAL goes to press, scores of delegates to the annual national convention of the American Vocational Association, December 16-18, are arriving early in order to attend various preconvention meetings. "Most important of these," *San Francisco Public Schools Bulletin* reports, "is the conference of the National Association of State Supervisors of Vocational Education to be held on next Saturday, December 14, at the Fairmont Hotel . . . On next Sunday, December 15, two important luncheons are scheduled; first by the State Supervisors of Teacher Trainers of Industrial Education at the Fairmont Hotel; the second by a like group identified with the training of teachers in the field of home economics at the Mark Hopkins Hotel. On Sunday evening directors of State Vocational Associations will meet at 8 o'clock at the Fairmont Hotel under call from Mr. Dennis, who will distribute the all important "House of Delegates" credential to the voting group of the main convention.

"Monday's luncheon at the Fairmont will see the National Council of City Administrators of Vocational Education and Industrial Arts and Trade School Principals' Association in the center of the picture. There they will discuss problems common to the trade school organization and the administration of harmonious vocational education programs in cities. San Francisco will participate in this important program.

"On Monday evening at 7:45 o'clock, the convention proper will open at the Fairmont Hotel. Principal speakers will be Chairman R. O. Small, president of the American Vocational Association, Walter F. Dexter, state superintendent of education, George F. Zook, president American Council on Education, and Superintendent Nourse.

"The most talked of social event on the convention program is a banquet at the Palace Hotel on Tuesday evening, and if the affair reflects the tone of a specially designed souvenir program prepared by William J. Eckert of the local committee, it will be remembered by local educators for many months to come.

"Groups scheduled to meet on Wednesday include Agricultural Education, Home Economics Education, Industrial Arts Education, Part-Time Education, Vocational Guidance, Industrial Education and Vocational School Buildings and Equipment."

L. H. Dennis, executive secretary of the American Vocational Association, has the important job of reviewing a thousand details of convention organization perfected by John F. Brady, chief deputy superintendent of San Francisco schools, and chairman of the local convention committee.

SACRAMENTO INSTITUTE

Eight counties were represented in the joint institute which took place in Sacramento, November 18-20 under Superintendent Charles C. Hughes, general chairman, with an attendance of 2500. County school superintendents who participated were: Wallace A. Wilson, Amador; Charles F. Schwoerer, Calaveras; Kenneth W. McCoy, El Dorado; Tillie N. Kruger, Plumas; George F. Algeo, Sutter; Eleanor K. Bandy, Yolo; R. E. Golway, Sacramento; and Mrs. Edna W. Gottardi, Sierra.

The theme of the institute was "United States Democracy Is Best For Us." The program was not so much concerned with specific curriculum procedure as with matters of a general educational nature. National defense was the most widely discussed subject, and among those to voice opinions on this subject were representative religious leaders.

Dr. Walter F. Dexter, State Superintendent of Public Instruction, was the first speaker, developing the subject "By What Standards Shall We Measure Professional Qualifications?"

Dr. Dexter was followed by Dr. Alonzo Baker, field secretary of the Race Betterment Association, whose subject was "Does America Deserve Democracy?" The speaker asserted, "I believe America deserves democracy because her land has always been dedicated to it. It has never been polluted by 'isms' since the day of its birth.

"Furthermore, the American people never will be content with any other way of life. And in the third place, the burden of carrying the world banner for democracy rests with America. She is the one virile, free independent democracy left."

Speakers during the second day of institute were: Brother Z. Leo of St. Mary's College, "Think the American Way"; Michael J. Brickley, instructor at the Sacramento Junior College, "The Crisis in Civilization"; and Rabbi Norman M. Goldburg of Sacramento, "America Faces an Orient Crisis."

Addresses given on the last day of the institute were: "Youth Looks At Life," by Dr. Edward Howard Griggs, and "A New Approach to the American Constitution," by Dr. Paul S. Smith, professor of history and government at Whittier College. Dr. Smith charged the inadequate character of public knowledge of the constitution has been appalling and recommended that study of the constitution in detail be made obligatory.

Working for the success of the American Vocational Association Convention are, left to right: C. E. Barker, convention committee secretary; Walter C. Schmidt, committee vice-chairman; John F. Brady, committee chairman; L. H. Dennis, American Vocational Association executive secretary; and John C. Beswick, executive officer, California Commission for Vocational Education.

NEWS NOTES

C. R. Swenson, principal of the Point Loma Junior-Senior High School, has been very successful in the difficult job of keeping a cosmopolitan school population on a democratic basis. He and his faculty make a special effort to plan a curriculum which creates respect for the special gifts of all of the various groups represented in the Point Loma school. One section which the school serves is perhaps the most beautiful residential district of San Diego. Children from this area, comprising about one-third of the student body, have every social and economic advantage. Another area is the unique and colorful colony of Portuguese fishermen. Many of the children from this section are gifted and contribute to the music and art of the school. Also included in Point Loma are historic Oldtown, which is chiefly Mexican in population, and Ocean Beach, which is a typical summer-and-winter resort community.

The Point Loma school opened in 1925 with 400 students and now has 1600. It is a large institution because it is both a junior and senior high school. Next year it is expected that the junior and senior groups will be divided with the building of a separate school to house the seventh grade. The plan is to erect a separate building each year until the junior high school is completed. The school has one of the most sightly locations of any of the schools of the state. It is on probably the highest ground in the Point Loma district with a view of the ocean and the ocean beaches on one side and San Diego harbor and city on the other side.

Point Loma itself is a point of land extending for some distance between the ocean and bay at quite a height above sea level. It is one of the two most rapidly growing districts in San Diego. The beauty of the location has attracted many wealthy people and there are very lovely homes in one part of island.

Mr. Swenson secured his A. B. degree from Knox College, Galesburg, Illinois, and his M. A. from the University of Southern California in 1932. After graduation from Knox College he served in France with the A. E. F. He came to San Diego in 1920 as a social studies teacher. Besides his teaching experience, he has been vice-principal of the San Diego High School and was principal of the Woodrow Wilson Junior High School before coming to Point Loma.

Dr. and Mrs. W. B. Townsend, who are on leave of absence from Butler University, have just settled down in Riverside for the winter after holding reading workshops in twelve states since September 1 with over 14,000 teachers in attendance. Dr. Townsend writes, "Mrs. Townsend and I are circuit riders with the whole U. S. A. as our circuit. Our job is to help teachers catch up with recent developments in education." Workshops have been held in seventy-five cities in twenty-five states. The summer workshops held by Dr. and Mrs. Townsend in twenty colleges and universities have started a new type of summer school in which the college tries to meet the specific needs of teachers. The Townsends will spend the winter in writing and preparing materials for their 1941 summer workshops. They believe that no normal child needs to fail to learn to read if properly taught.

* * *

I. O. Addicott, formerly Director of Curriculum in the Fresno city schools, is now Professor of Education and Principal of the Training School at the University of Denver. The Training School is a city school, and the university is a private institution, serving the city of Denver largely, with an enrollment of more than four thousand. Mr. Addicott's previous experience had included teacher-training work at Fresno in cooperation with the Fresno State College. He had always wanted to get into university work, and the Denver offer seemed an excellent opportunity although he was sorry to leave California and his professional connections here.

Mr. Addicott has specific charge of elementary teachers for the university, and works with about one hundred fifty teachers each school year. In addition he teaches other general courses, particularly during the summer quarter.

A native of San Jose, and educated in Oakland and San Francisco schools, Mr. Addicott received his A. B. from the University of California, his M. A. and B. D. degrees in religious education from the Civic School of Religion in Berkeley, and his Doctor of Education degree from Stanford University in 1929. He was principal for three years of the Lincoln Grammar School in Madera, California, and was also Boy Scout executive for the county for a year. Moving to Fresno in 1928 he was principal of many elementary schools, and for several years was lecturer in education at Fresno State College. From 1935 to 1939 he was Director of Curriculum and Instruction in the Fresno schools for odd periods of time, six months in the first case, and also during summer session. He has taught at Mills College and at the University of Texas.

* * *

Charles D. Jones, district superintendent of schools in Baldwin Park, delivered an impelling Thanksgiving message to his teachers in the November 14 *News Letter* of the Baldwin Park Public Schools. Reviewing the origin and history of Thanksgiving, Mr. Jones stressed the need for Americans to be keenly aware of the blessings which are theirs and which this day commemorates. Mr. Jones wrote: " . . . Our teachers want to do their part in training youth and children for their responsibilities as citizens of this nation. They are seeking every means to fit themselves for this service. God bless our young people, with their supreme confidence and self assurance. They give us courage to face the ordinary problems of life as well as the fearful calamities that may come upon us. No doubt in every walk of life we have brave individuals who are doing their best to serve the community. Most people are loyal, honest and good; but how deeply our citizens are imbued with the spirit of democracy, we do not know. Is it their wish and determination to promote and preserve the ideals and institutions of democracy at all cost as the Puritan families were willing to do for their faith when they settled in Plymouth in 1620? We have had the blessings of democracy so long we are likely to take them as a matter of course. When we say, 'We are for democracy,' is it 'lip service'—political ballyhoo and whatnot, or is it 'heart service' and a real deep-down desire to bring about conditions which will give security, independence and a pleasant environment for every man, woman and child in our nation? . . ."

* * *

James C. Ramsaur is the new district superintendent of Patterson, Stanislaus County. He comes from Westmoreland in Imperial County, succeeding James M. Monroe. Mr. Ramsaur was in Westmoreland for ten years. His administrative credentials were secured at the University of Southern California. Mr. Monroe goes to Imperial County to take the position of district superintendent at Westmoreland.

CHILDHOOD EDUCATION CONFERENCE

By Alma Worley

President, Long Beach Association of Childhood Education

The Annual Conference of the California Association for Childhood Education was held at Fresno, November 22-23. The delegates attending the convention were conscious of the smoothness with which the conference moved. It was exceedingly worthwhile and well planned.

Long Beach invited the convention to their city for 1941 and were pleased to have the committee accept the invitation.

The conference opened with a general session at Fresno State College with W. Ballantine Henley as principal speaker. The subject of his inspiring address was "A Modern Intellectual Cauldron." He emphasized the fact that we are living in an age of inventions intended for our added comfort and for time saving, saying how necessary it was to follow up this rush of speed with worthwhile things. He stressed the importance of discipline and called to our attention the fact that many of the young people today know too little about the techniques of discipline. He quoted John Dewey who said, "Discipline is the keynote of civilization." We must not be afraid of it, for the scientist, the musician and the artist have learned to conquer techniques in order to succeed, for success can only be acquired by discipline.

Mr. Henley likened the teacher to a gardener and the children to a garden, mentioning how the teacher nurtures the flowers to help them grow and bloom. The school teacher has a challenge and a privilege, for through her to the children is carried the vision of the past, the knowledge of the present, and the dream of the future.

The luncheon on Friday was set aside for "get-acquainted" time and for introducing the leaders of the various workshop sessions.

The afternoon session was arranged in a series of workshops dealing with problems of special interest. Creative music, children's literature, community exploration, nature, and many other pertinent subjects were discussed by competent leaders. On Saturday morning these leaders met in a symposium led by Miss Helen Heffernan and carried on a discussion of crucial problems, which began with the question, "How can we help children to be responsive to the world scene?"

Each participant concluded the symposium with a make-believe telegram stating his most important message to the conference. A few of the "telegrams" follow:

Mr. Henry's contribution was "Emphasize human values, know how to think, teach the child to think for himself."

Miss Gates said, "Respect the dignity of childhood."

Mrs. Potter's message was, "Civilization is reborn by educated citizenship."

The Friday banquet was a very lovely affair, and the speaker was Mrs. Melbone W. Graham of Santa Monica who has spent considerable time in Europe. She compared school systems under democracy and a dictatorship. "Schooling under a dictator is a combination of pressure plus darkness," she said.

Mrs. Graham emphasized many times the need of watching and always providing, in our schools, for the faith and hope of children. The democratic way can contribute the most for them.

The Saturday noon luncheon was devoted to a preview of legislative measures of interest, and the conference closed with a business meeting at which a group of seventeen resolutions were adopted.

The delegates came away feeling they had gained much of value and felt the Fresno people should be congratulated on being such perfect hosts.

General Plans for the 1941 National Convention of the Association for Childhood Education, to be held in Oakland July 8 to 12, inclusive, already are well under way, it is announced by Mrs. Esther Lipp of Berkeley, president of the California Bay Section of the association and general chairman of the convention.

Others on the executive board for the convention are Mrs. Blanche McLaughlin of Oakland, co-chairman; Mrs. Ina Bowman of Oakland, treasurer; Mrs. Ethel Tudberry of Berkeley, corresponding secretary; Miss Helen Baldwin of Oakland, recording secretary; Miss Bernice Baxter and Miss Eva Ott of Oakland, advisers; and Miss Alice Livsey, president of the State Association for Childhood Education, ex-officio adviser.

Suggested theme for the convention is "Implications of Today's Crucial Problems for Teachers of Children." With the convention scheduled as a summer meeting for the first time, many delegates are expected to remain in California to attend a summer session at one of the universities or colleges here.

MEETING OF BAY SECTION C.E.S.P.A. AT STOCKTON

By Carrie Daly

President, Bay Section, C.E.S.P.A.

The fall meeting of the Elementary Principals' Association, Bay Section, was held in Stockton November 2. It was the first time a conference had been held in the southern part of the Bay Section counties. The meeting was stimulating and interesting, and the Yearbook of the California Elementary Principals' Association was used for the program. The theme of the conference was "Children's Interests" and the editor of the book, Ray T. Dean, principal of the David Lubin School of Sacramento, gave a resume of its content and through his evaluation of the many interests discussed he made us go home and get out our yearbook and read it again.

After this general discussion the next speaker, Jewell Gardner, librarian in the Professional Library, Sacramento, gave us a most stimulating talk on "What Young America is Reading." Miss Gardner gave us some of the findings of a survey on this topic taken in many elementary schools, and the findings gave us much to think about.

Our third speaker carried this subject to a practical discussion on how to develop a library in an elementary school. Leo B. Baisden, assistant superintendent of Stockton schools, gave us the plan necessary in starting a library and out of his own experience gave us real help. We are always sure of real help when Mr. Baisden is our speaker.

The business meeting of the Association was held at noon after the luncheon, and the new officers of the Bay Section were introduced, also the state president, Alton Scott. John Horning, membership chairman, brought the grand news that the Bay Section had reached the half way mark in our quota when we have been working only a couple of months.

The luncheon and program were prepared by the Elementary Principals' Association of Stockton under the chairman, Edward Esser, one of the Board of Directors of the Bay Section and Iva Capps, principal of the Monroe School and president of the Stockton elementary principals' group. We were graciously welcomed by Miss Capps and as toastmistress she presented the following guests: John Williams, superintendent of schools of San Joaquin County, and Ansel W.

Williams, city superintendent of Stockton. Sam Cohn, Deputy Superintendent of Public Instruction, Sacramento, was our guest and gave us some timely advice about the status of education in California. We thank Mr. Cohn for his friendship and interest.

The Stockton principals gave us a treat when Miss Capps presented G.A.Werner, Department of History, College of the Pacific. His topic dealt with the European situation and if history is taught as interestingly in school today as Dr. Werner gave it to us classes are sure to be filled.

I could not close this report without voicing my appreciation to the elementary principals of Stockton and San Joaquin County, and to Ansel Williams, city superintendent of Stockton and the Board of Education of Stockton for the assistance given to the officers of the Bay Section to make this conference a success.

Edward Esser, member of the Board of Directors, was general chairman, and the meeting was a compliment to the city of Stockton. The officers of the Bay Section were: Carrie Daly, president, Sunshine School, San Francisco; Kenneth M. Forry, vice-president, elementary schools, Martinez; Carl B. Manner, treasurer, McKinley School, Vallejo; John L. Horning, membership chairman, intermediate school, Napa; Sarah L. Young, yearbook distributor, Parker School, Oakland; Frances Lanyon, director, Lowell and Selma Olinder Schools, San Jose; Edward S. Esser, director, McKinley School, Stockton; Beecher H. Harris, director, Thousand Oaks and Sunshine Schools, Berkeley.

Our next meeting will be held February 8 at the Hotel Oakland.

MEETING OF NORTHERN SECTION, C.S.L.A.

"Latin America" was the theme of the Book Brunch held on December 1 by the Northern Section of The California School Library Association. Films, bibliographies, pamphlets, and sources of material about Latin America were discussed. Copies of many books on the subject were available for examination.

Miss Bess Landfear of the Bureau of Texts and Libraries, San Francisco, was chairman. The following were chairmen for the groups indicated:

Elementary, Miss Jeanette Gatch of Palo Alto; Junior High, Miss Catherine Stalford of Marina Junior High, San Francisco; Senior High, Miss Margaret V. Girdner, supervisor, Bureau of Texts and Libraries, substituting for Miss E. McCabe of Castlemont High, who was unable to attend; and Junior College, Miss Elizabeth Rutan of Marysville.

The next Book Brunch and Council meeting will be held March 30 at the Women's City Club, 465 Post Street. Teachers are cordially invited.

CONFERENCE OF NORTHERN SECTION, C. E. S. P. A.

By Roy E. Learned
Secretary, Northern Section, C.E.S.P.A.

Despite the stress of a week marked by the most widespread epidemic of influenza in many years, elementary principals and district superintendents responded in goodly numbers from the boundary of San Joaquin County to the Oregon line to the call of the Northern Section Regional Conference, C.E.S.P.A., held in Chico last Saturday, December 7. Dr. Lloyd Bernard, director of teacher training of Chico State, F. F. Martin, city superintendent of the Chico schools, and Jay E. Partridge, Butte's county superintendent of schools, extended a cordial welcome to the assembled educators.

Francis L. Drag, Assistant Chief, Division of Elementary Education of the State Department, presided at the morning session, held in the beautiful auditorium of the college.

Dr. G. C. Loofbourow, Assistant Professor of Education and Principal of the College Elementary School, Chico State College, effectively paved the way for a panel discussion on the theme, "The Principal's Responsibility for Community Relations."

Said Dr. Loofbourow, "The complexity of the life in which we live, characterized by swift transportation, the breakdown of the old certainties, and great population shifts, creates a period of emotional tension. With emotional tension comes a questioning of our time-honored institutions including the public schools. In spite of its adverse criticism, the public does want good schools. Often we are rightfully criticized because we have not always delivered. However, the demand for a sterner discipline and the reversion to the three R's is a type of juvenile retreat from today's complexity to the peaceful simplicity of an earlier age. Progress cannot be made by turning back. What is needed is a better program of public relations expressed in language easily understood by the layman, and largely carried out by the classroom teachers under the principal's leadership.

Specific techniques and procedures which have been found to be highly successful in the hands of teachers were discussed at length by the panel under the guidance of Dr. Loaz W. Johnson, Director of Curriculum of Butte County. Besides Dr. Johnson, the personnel of the panel included the following principals: Mrs. Elsie Hartwell, Spring Lake School, Yolo County; E. A. Hendrix, Biggs Elementary School; Ida Huganey, Bird Street School, Oroville; Arthur E. Mohr, Donner School, Sacramento; and James B. Riley, West Sacramento School.

Mrs. Ruth Edmands, General Supervisor, Colusa County, made the second presentation of the morning session by discussing "Techniques Teachers Can Use in Studying the Nature and Needs of Children."

"The responsibility of the principalship is so heavy," Mrs. Edmands contended, "that he must check each day's work to avoid drifting and giving too much time to trivial things. He must be democratic in his approach, for a dictator principal shrivels the teacher just as a dictator teacher shrivels the child. The principal can judge a teacher's vision by what she talks about. The most effective teacher speaks of the child rather than the class or the subject. The principal must help the teacher to study the child for she cannot teach that which she does not know. Some of the most important observations which teachers can make to better understand a child are these: the attitude of parents toward the child; his associations on the playgrounds; his free conversation; and the reading of his diary and autobiography. The teacher, too, must examine her own life that the proper example be set. Above all, it is the teacher's obligation, encouraged by the principal, to provide a rich, stimulating environment for every child."

E. P. O'Reilly, president of the Northern Section of the California Elementary Principals Association, presided at the luncheon meeting held at the Oaks Hotel. Following a short business meeting President O'Reilly presented Francis Drag of the State Department of Education, who addressed the principals on the topic: "Helping Teachers to Understand Their Communities." Mr. Drag made it clear that if teachers are to enjoy positions of honor and recognition, they must be thoroughly conversant with the historical background, the customs, the industries, and social organizations of the communities which they serve.

TULARE COUNTY SCHOOLS

By Theodore R. Nickel

County Superintendent of Schools

The school year 1939-40 was a good one for the schools of Tulare County. An excellent professional attitude was shown by all principals and teachers, and this office enjoyed hearty cooperation of all school people in the county. We were quite fortunate along health lines; very few schools were closed because of epidemics of any kind. Doubtless the good program of immunization and disease prevention as carried on by our county health officer and his staff is responsible for this.

The federal migratory camp near Farmersville presented many problems from the standpoint of the school. This is the largest of the government camps in the state, and there have been more than 400 children of grammar school age to attend school. An emergency school served this camp exclusively during the past year. Due to lack of housing facilities, half-day sessions were held. A new building of six rooms is now in use, having been completed in September, at which time the camp school left the ranks of an emergency school and became an integral part of the union school district. Eight teachers are employed, and all the children from the camp will have the advantages of a regular school day and receive instruction comparable to that of the other schools of the county.

The Progressive Achievement tests were used in our schools in grades 2 to 8 during the month of October, 1939. Approximately 7000 pupils in the rural schools were tested with some revealing results. A pupil questionnaire used with the tests showed that slightly over ten per cent of the school population has been in California less than two years. The tests showed that the medians for the two groups—those who have been in California more than two years and those who have been in California less than two years—run consistently close together, with the former only slightly higher, the greatest difference being in "language." The questionnaire revealed that 90 per cent of the parents have cars, 75 per cent have radios, but that fewer than 50 per cent take a newspaper at home. Fewer than 2 per cent of the pupils were reported as having a physical defect or a speech defect. About a third of them reported that they had worked for wages at some time or other.

All teachers and principals of the county schools engaged in discussions in group meetings during the spring months, looking toward curriculum revision. These discussions were divided into two phases: re-allocation of subject matter and processes in the skill subjects contemplating better adjustment to maturity levels, and re-orientation of the social studies areas. In the social studies the trend of revision is toward greater emphasis on contemporary American life and decreased emphasis on primitive cultures, ancient civilizations, and contrasting cultures. A county-wide committee structure for curriculum revision has been set up which promises effective work for the coming year.

It was an exceptional year for Tulare county schools also in the field of music. A series of four music festivals were presented in which all schools were represented. The festivals were held at Dinuba, Porterville, Tulare, and Visalia, the same program being given at each place. A chorus of 400 children sang a program of American music beginning with the songs of the Puritans and other early settlers. Each song was preceded by a short history of the circumstances surrounding it. These histories were given by the larger boys who were selected because of their superior citizenship and poise. Three of our national folk games were done in costume to add to the color of the performances. The members of the choruses, 1600 in all, were chosen because of their fine citizenship and keen interest in music. Teachers and parents were so pleased with these programs in their respective districts, and so many requests came in for an additional performance that it was decided to have the combined groups sing at Mooney's Grove at the annual track meet and play day. Thousands of people witnessed and enjoyed the fine musical numbers given by these boys and girls at that time. Many fine things have developed as an outgrowth of this musical program. It gave the children from smaller schools a contact with children from larger schools; it has given opportunity for cooperative planning and the working out of problems; it developed school-community relationships, and has been a good public relations activity; and most important of all it gave the children a real musical training and experience they will never forget.

Tulare County has carried on a good program of speech correction work in the schools. In this program we have endeavored not only to correct defective articulation and stuttering, but to give speech development in the primary grades. By beginning early to prevent and correct these bad speech habits we eliminate much work in the upper grades a few years hence. This work is carried on by the teachers in their respective schools. The teachers are given definite techniques for speech correction and speech development through classroom demonstrations, clinics, and radio broadcasts. Extension night school classes in speech correction have been available and many of the teachers have taken the work enabling them to meet classroom problems better.

A new Confidential Pupil Rating folder was used throughout Tulare County during the past year, and gives the high school a complete record of the eighth grade pupil beginning his freshman year. The folder gives home data, educational record, achievement record, general rating by teachers, etc. In addition to the rating folder, a pupil questionnaire is provided and this is filled out by the pupil. This deals with the personal likes and dislikes, attitudes and reactions of the pupil.

For twenty-five years Tulare County has had an annual track meet and play day for the schools. Last year it was held on April 13 at Mooney's Grove. This play day is the culmination of thirteen district play days that are held throughout the county. Every school in the county is invited to participate in the play activities, and no students are excluded from them. A pre-school playground is available and is restricted to children under six years of age. The next group enjoys games of low organization, and in addition, has available playground apparatus which they are free to use. The intermediate and upper grade groups are allowed to participate in playground baseball, volley ball, horseshoes, track activities, and boating under supervision.

For a number of years it has been customary to have one annual Trustees' meeting in Tulare County. Some trustees expressed the desire to have smaller meetings, which would be more adapted for discussion purposes. With this in mind, five sectional meetings, centering around the larger high school districts, were planned. This gave the rural school districts and the officials of the high school district an opportunity to discuss their common problems as well as problems pertaining to the whole county. These meetings also afforded this office an opportunity to explain legal, as well as other matters pertaining to school work, to the trustees.

A Spanish Unit

By ELEANOR McDONNEL
Instructor, Herbert Hoover Junior High School, San Jose

There is an old adage which runs, "To know a person is to like him." Upon this thesis the Spanish course of study in San Jose is based.

An intellectual awareness of our geographical neighbors seems more pertinent and necessary than ever before. However, there must be more than just an awareness. There must be a real basis of understanding. It is recognized that these understandings grow from the knowledge and appreciation of a people and their culture, their lives, and as far as possible, their hopes and aspirations as evaluated in the light of their environmental needs, past and present.

We of the United States have many reasons to wish to know more of our Spanish-American neighbors. Their histories are inseparably tied in with ours; their language is indelibly stamped upon large sections of our country, especially in the west; their customs linger on in several of our southwestern states; their religious zeal has colored our past and present; their contributions to our culture continue in our architectural designs, our home furnishings, our garden plans, many of our art patterns, and in our literature. To remove the study of early Spanish influence on our country's development would be to remove much of the color, the romance, and the picturesqueness of a history which has remained vivid in spite of the passing of time. To continue to study our Spanish-American neighbors as they are, is to relive the quaint and fascinating past of our own history—to review in actual lives and practices the colorful civilization which once was ours.

As an economic nation we have a commercial interest in our geographical neighbors. As a matter of policy we have declared for isolation of the Americas. In the pursuit of this policy and in the success of mutual reciprocal agreements lie potent factors for continued peace. Therefore it becomes the obligation of education to train youth not only in the romanticism of the past but also in the realism of today. By thus building in the student a scientific attitude he should be better enabled to maintain an intellectual awareness as well as an appreciation of the cultural patterns and basic emotional needs of our American neighbors. Upon the accomplishment of these objectives the continuance of social understandings is largely dependent.

In pursuit of the above objectives the United States was instrumental in fostering the formation of the Pan-American Union, the fiftieth anniversary of which was observed this year (1940). The Pan-American Union is an international organization created and maintained by the twenty-one American republics. It was formed in 1890 in accordance with a resolution passed April 14 of that year at the First International Conference of American States, held at Washington, D. C., and presided over by James G. Blaine, then United States Secretary of State. The purpose of the Pan-American Union is to promote peace, commerce, and friendship between the republics of the American continents by fostering economic, judicial, social, and cultural relations.

The President of the United States has, by proclamation, fixed April 14 of each year as Pan-American Day. The people of the United States are called upon "to observe the day with appropriate ceremonies, thereby giving expression to the spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the Government and people of the United States entertain toward the peoples and governments of the other republics of the American continent."

With this observation in mind as the climax of a study unit on Spanish and Spanish-American culture, the following unit was worked out in our junior high school Spanish department last year.

The emphasis throughout the year was on Spanish-America, especially Mexico, the cultural pattern being the field of concentration. Within this framework an attempt was made to develop a broad understanding and appreciation of these peoples, and at the same time to develop the ability to learn and to use the Spanish language itself in a meaningful and interesting way. A prescribed course of Minimum Essentials in Spanish Grammar was to be mastered in the process.

The classes involved were two High Nine Spanish classes, one Low Nine Spanish class, and the Spanish Club. (The Spanish Club consisted of a group of students who were also members of the regular Spanish classes, and who had elected this Club as their supplementary school activity.) The sequence and extent of content in each class was not identical, but the general trend was somewhat related due to the interchange of student expression from one class to another, the stimulus of a given display of specific realia, etc. The students were enthusiastic throughout the development of the entire unit, and their interest and continuous contributions of unexpected displays of realia and information determined the immediate sequence of the developmental plan.

To say that the work of the year was "A Unit" would be to understate the exact procedure for it was a unit composed of many units, each having specific goals in harmony with the general goal, all culminating in the broad scale observance of Pan-American Week.

The approaches were varied but basically utilized the student's natural interest in the Spanish cultural background of early California and its present day influence. Through a cooperative class approach many digressions and enlargements were possible. Among these was the study of present day evidence of early California's Spanish culture as reflected in the names of our mountains, rivers, counties, cities, streets, etc., with emphasis on the student's own community; the influence on architecture, home furnishings, gardens, names of summer homes, and the like.

Through the introduction of realia such as Mexican hand-drawn linens, sarapes, silver work, pottery, glass, and numerous other handicraft of Spanish origin, the student's interests were easily projected from their own locale to their Pan-American neighbors. In addition to the realia, other visual aids proved helpful, such as pictures of the countries and peoples, illustrated books and travelogues, movies, and the like. In the classroom a special showcase was made in which to display all realia, thus insuring the safety of all exhibits and encouraging students to display their more valuable collections.

The activities which developed were many and varied. Those which contributed most heavily to the development of the Spanish language—and to a continued interest in Spanish—were emphasized. Each broad unit was developed and culminated in Spanish.

The background of information was built up in a number of ways and covered

a broad scope: the geography and topography of Spanish-American countries and the influence on sectional development; the relationship of life patterns as responses to limitations of environments; the historical background of Spanish peoples; the Epic Heroes; the great writers, artists, musical compositions; the customs of Spanish people, their foods, social attitudes, sports, amusements, and dress.

During the year special costumes were needed for a class play. By using available school funds for materials, two Mexican costumes (China Poblana) were made and given to the school costume room. The costumes were beautifully made and embroidered by W. P. A. helpers within the school, but all research as to how the costumes should be made, etc., was the responsibility of the class. Less important costumes were made by members of the class.

Through correlation with the Social Science Department, the students made a study of the geographical, political, and civic facts of the Pan-American countries. Illustrated maps, graphs, and wall charts were made showing the distribution of natural products, exports and imports, passenger service routes by boat and airliner.

As a matter of school convenience the Pan-American Observation was for one week rather than for one day only. Special exhibits throughout the school were arranged, the Spanish Club assuming most of the responsibility for this. The library had a special display of the flags of the Pan-American countries and, in addition, featured some of the newer books on the Americas. The main bulletin boards carried posters on Pan-American subjects made by the art classes. The Social Science classes put their finished charts on display so that anyone interested might have access to them. The exhibit cases in the main corridors were filled with Spanish realia, each article having been labeled through the cooperation of the students in the Commercial Department.

On Pan-American Day itself a Spanish Dress-up Day was sponsored for all students and faculty members of the school. The Spanish Club students acted as advisers on appropriate costumes for the younger students and, for their benefit, preceded the event by exhibiting a series of sketches on Spanish costumes.

During the noon hour a Spanish luncheon was sponsored through the school cafeteria. Spanish foods were served, and the Spanish students assumed the responsibility of planning and making the table decorations, etc., and of providing, from among their own members, suitable entertainment during the luncheon.

Later in the day the High Nine Spanish classes presented a Spanish play for the student body and for the parents. Members of the Low Nine class, dressed in Mexican costumes, acted as ushers. Preparatory to presenting the play stage scenery had been built and painted, costumes had been made, invitations written in both Spanish and English had been made and sent home, and colorful program sheets had been prepared. Each of these many and varied activities was sponsored and promoted by student groups working in harmony for a definite purpose toward their desired goal, the teacher functioning as counselor and guide.

Later in the term the Spanish Department was invited to contribute to a special radio broadcast by the local radio station. The students then set to work to select what they considered most representative of their achievement. The school's public address system was set up in an adjoining room, and each student had the opportunity to perform—either reading or singing—without the class seeing him, being judged on voice, Spanish pronunciation and enunciation. By the process of elimination a program was organized, much to the satisfaction of all.

And thus culminated the year's work on the Spanish Unit. By the study of their Pan-American neighbors the students had been led to recognize that acquaintanceship promotes understanding and friendship, and that this friendship promotes peace—a peace which must be built upon that spirit of mutual understanding, helpfulness, and cooperation which is the essence of Pan-Americanism.

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Library News

Edited by MABEL R. GILLIS, State Librarian

It has been found especially difficult for libraries to organize discussion groups in rural areas. Alameda County Library has had some success in this line, however, and is enthusiastic about the results. We therefore present the following article outlining the plan of the adult education feature in that county.

DISCUSSION GROUPS IN RURAL AREAS

By Mary Barmby

Librarian, Alameda County Library

Ten years ago in Southern California, at the annual meeting of county librarians, Dr. Lyman Bryson, Professor of Education at Teachers College, Columbia University, and an outstanding authority on adult education, presented an outline of methods through which library service could be improved. He stressed the importance of adult education and emphasized the significance of rural areas, at the same time urging librarians to organize discussion groups in those areas. These views were later expressed in his excellent work, "Adult Education":

"A further extension of leadership by the library . . . is the provision of discussion groups for library patrons. Most people appear to have as great need to talk about ideas as to acquire them from print . . . The library as an institution has certain special advantages in providing both the meeting place and the special reading matter without which a discussion group is not likely to be successful . . . The intangible but real pulsations of thinking among the people of a town are the measure of the public library's achievement as an agency of adult education."

Not long after, it was my good fortune to meet Dr. Bryson at a dinner in Berkeley and to be able to discuss with him the problem of actual group organization in the rural areas of Alameda County. The merits of rural organization became so obvious, and Dr. Bryson's conviction and enthusiasm were so infectious, that no time was lost in taking steps to set up our first Discussion Group. The area chosen was served by the Sunol Branch of the Alameda County Library, which, by a happy coincidence, was the first branch library of the County Library system. The Discussion Group of Sunol is still flourishing.

BEGINNINGS IN ALAMEDA COUNTY

There was no elaborated theory and very little practical experience to serve as a guide in originating and expanding discussion groups in our rural areas. We had, of course, a first principle on which subsequent development could be grounded—a principle clearly enunciated by Dr. Bryson himself:

"The librarian is to take his own part in stirring the intellectual curiosity of people who come to him as readers of books, and also to use the public library as the place from which can go out the kind of propaganda that arouses public interest in ideas. In other words, the librarian has a duty to urge both individuals and communities toward greater intellectual activity and wider interests."

The practical application of such a very broad, general principle was not always easy at first, but once an energetic beginning is made, experience rapidly builds up a body of precedent, and the solution of actual problems clears the way for further development. To reap the full fruits of experience we made it a practice to study and compare regular reports from branch librarians and custodians in charge of Discussion Groups and also to make frequent visits to the groups, and were thus enabled to unify the entire undertaking and to encourage each group to profit by the experience of the others.

Beginnings were naturally very modest. It was not long, however, before the enthusiasm of branch librarians and custodians began to show tangible results, so that groups which began with a very meager attendance were soon thriving units. In forming and conducting groups, care was constantly exercised to avoid coldness and formality, methodical procedure being limited to a minimum consistent with good order and practical results. This merely means that the social and community character of the group meetings was never lost sight of. Custodians and librarians avoided any semblance of dictating to the group. The County Librarian, through constant personal touch with the various groups as well as through written reports, is of course a factor in keeping the work of the groups at a high level of interest and achievement.

The response of rural communities to the idea of Discussion Groups was truly remarkable, vindicating to the fullest extent Dr. Bryson's conviction that:

"The love of learning for its own sake is strong in the motives of thousands of people who are innocent of scholarly distinction."

No great effort was needed to overcome the slight inertia that is sure to be met in any collective activity. Generally speaking, the response to a reasonable effort is very heartening. There is much less indifference to the discussion idea, much less of the "superior" attitude, than might be imagined. It is of course necessary to exercise that good judgment which is so essential to the success of these undertakings.

Meetings are held once, occasionally twice, each month and in most cases are opened with an informal luncheon. At Sunol, a string ensemble of local girls organized by Miss Butner, play a program of music during the luncheon—an interesting example of the correlation of community activities.

Fortunately, up to the present time in these rural communities, groups have never been so large as to be unwieldly, the average attendance varying from a minimum of five to about twenty. The program of any group depends upon the social type prevailing in the community and upon the express wishes of the group, but in rural areas such as those of Alameda County, there will not be found any marked tendency to class differentiation.

DISCUSSION OF BOOKS

Adverse critics of the Discussion Group movement have questioned its value on the ground that an inquirer, they believe, can go directly to authorities for the answer to problems. Such a contention misses the fundamental purpose of Discussion Groups, which must never be confounded with schools. We believe, with Dr. Bryson, that

"Serious arguments as to questions of ethics, politics, economics and social affairs begin after all the available facts are in hand. And it is to these questions which involve every man's judgment . . . that the discussion method is properly applied."

Experience has taught us that the best approach to discussion in rural area groups is through book reviews. Books chosen judicially for this purpose offer an abundance of material for discussion running the whole gamut of social and political problems and ethics, and often present a challenge to preconceptions about the relation to everyday life of fine arts and even of science.

Since our rural areas are adjacent to a great metropolitan center, most of our Discussion Groups have taken advantage of their opportunity to have as their guests authors, travelers, and artists. It is hardly necessary to point out the inspira-

tional value of discussing a book with the author of that book, or of inquiring about life in some far off place from one who has lived there and has written about it. Such additions to the fixed program have been varied and interesting. Space forbids more than an enumeration of them: study of woodcarvings from Bali and Java; a trip to some spot of historic interest; presentation of a dramatic reading and a skit; study of flower arrangement with actual demonstrations; attendance at the grand opera in San Francisco after a discussion of the music and libretto; addresses by civic officers; entertainment of the county library staff; social gatherings at the home of some member. Nothing is permitted, on the other hand, to distract the group for long from its primary purpose which is discussion—"essentially an argument about individual judgments."

VALUABLE BY-PRODUCTS

While it might be objected, in strict criticism of the Discussion Group Movement, that these outside activities detract from the original objective of the founders of the movement, we feel sure that hardly any county librarian could be found who would be willing to eschew the vital social advantages to a rural community that result from them. A group who have participated as a unit in arranging a local flower show have achieved something new in the spirit of their community, something that they themselves have praised as a great boon to their whole area. In such outside activities the doctor or lawyer, the college graduate and the skilled laborer, the housewife and the professional woman, all cooperate amicably in the carrying out of the community program. Moreover, better acquaintance and common endeavor remove one of the most formidable barriers to discussion, namely the reticence that comes from a sense of social inferiority, not to say antagonism.

LOOKING TO THE FUTURE

We are often asked about the prospects of future growth in the Discussion Group Movement. The signs of growth are unquestionable. Under active direction, as, for example, at our Sunol and Decoto Branches, valuable adjuncts to the Discussion Group have been devised. At Sunol a Junior Group is being developed to produce little plays and to do whatever is possible to foster musical talent. Likewise at Decoto, Miss Walker has organized a Junior Group of Portuguese girls for similar purposes. While we recognize that these activities are not those of a Discussion Group in the strict sense, they have a very apparent value in amplifying that community spirit which is the very life of the Discussion Group, and in establishing a tradition of group endeavor in the area. On the other hand, it must be remembered that the adult groups are not "action" organizations; therefore there is no necessity for agreement in their deliberations, and there is likewise no necessity for growth in the generally accepted sense. Any individual in the group can be stimulated and can learn without agreement and without action. This conception is the keynote of the efforts of County Headquarters in the development of Discussion Groups in rural areas.

In actual practice these groups have shown a tendency to grow that is commensurate with the growth of their communities and also a tendency to widen their activities. These symptoms are favorable but they must be correctly understood and wisely dealt with. To this end, in January of the coming year we are calling a general assembly at our Oakland headquarters of all the Discussion Groups in Alameda County—not an assembly of representatives but of the entire membership. Such a meeting will not only foster a sense of community solidarity but will enable us to understand trends in the groups and to take necessary steps toward directing them intelligently.

While we are not yet faced with the problem of unwieldly numbers, and while our plant and equipment are suited only to groups of moderate size, a time can be foreseen when it may be necessary to segregate groups on some reasonable basis so that they may be kept within good working proportions. It is enough for the present if we can do our full duty in incorporating the Discussion Group into the intellectual life of the community.

DISCUSSION GROUPS IN ALAMEDA COUNTY

ALBANY. Organized, 1938. Monthly.

ALVISO. Organized, 1940. Average attendance, 7. Monthly.

BROADMOOR. Organized, 1940. Bi-monthly.

CASTRO HILL. Organized, 1939. Weekly.

CENTERVILLE. Discussion group might be formed. Have had a flower project.

DECOTO. Organized, 1938. Average attendance, 13. Monthly.

NILES. Organized, 1940. Monthly.

PLEASANTON. Organized, 1939. Monthly, except during summer.

RAMONA. Organized, 1938. Monthly.

SUNOL. Organized, 1930. Average attendance, 8. Monthly. Summer meetings held out-of-doors.

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

KERN COUNTY UNIT ANNUAL MEETING

A large and enthusiastic gathering of Kern County trustees greeted county officials at a recent meeting held in Beardsley School, near Bakersfield. President Ben F. Stinson presided at the morning session, during which greetings were extended by County Superintendent Leo B. Hart. Dr. Charles Bursch, Chief of the Division of Schoolhouse Planning, discussed some of the services of his department, and Harold Pauly, Chief of the Transportation Department at Kern County Union High School, discussed school transportation. At noon a turkey dinner was served in the Beardsley Lunch Room, and the afternoon session took the form of a business meeting. All officers were re-elected to serve for the coming year.

During the past year quarterly meetings of Kern County Unit have been held, with increasing interest and attendance. Under the leadership of President Stinson, and Secretary Ralph Inness, schoolboard members from every part of the large county are kept informed of school events and a fine spirit of cooperation between trustees has been developed. The next meeting will be held in Wasco in February.

SECOND ANNUAL VOCATION DAY

Taft Union High School inaugurated "Vocation Day" last year with a record attendance of interested students. This year even greater interest was shown by students and citizens in this effort to acquaint young people with actual conditions existing in various occupational fields. More than twenty business men and women in as many different occupations, addressed students during guidance periods. Problems of their particular fields, required education, means of getting a start, possible salaries, and other vital points were discussed, and students were then given an opportunity for questions and discussions.

EXECUTIVE BOARD MEETING

The regular quarterly meeting of the Executive Board was held in Los Angeles, November 30. Reports of committees engaged in legislative study were submitted, and plans for representation at Sacramento during the first session of the Legislature were perfected. Frank M. Wright, president of the Superintendents Association, discussed legislative plans of his organization, and stressed the need for cooperation between all educational bodies who are concerned with legislation. Walter Fluke, president of the Los Angeles County Unit, and Mrs. Ruth Blanchard, president of the Inglewood Elementary Board, were also present.

It was decided to hold the 1941 Convention in the city of Sacramento, some time during the month of September.

LEGISLATIVE COMMITTEE, CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

(In addition to members of Executive Board)

John J. Allen, Jr., Chairman, Oakland
Dr. Pearl Oliphant, Santa Cruz
Mrs. Mary L. Fay, San Diego
Dr. John C. Almack, Palo Alto
N. Charles Brusatori, San Rafael
Mrs. Ruth Blanchard, Inglewood
I. H. Althouse, Porterville
J. H. Gossett, Stockton
Frank Dickson, Taft
Mrs. Lelah Ollis, Santa Barbara
J. H. Hauschildt, Santa Cruz
A. W. Billings, Hopland

Note: Presidents of regularly organized County Units are ex-officio members of the Legislative Committee.

TENURE AND CIVIL SERVICE COMMITTEES APPOINTED IN 1939

Teacher Tenure

John J. Allen, Jr., Chairman, Oakland
Mrs. Pearl Shreve, Palo Alto
G. W. Brundage, Auburn
Mildred Wohlford, Escondido
N. F. Bradley, Visalia
W. H. Fothergill, Martinez
E. P. Stone, Pomona

Civil Service

F. W. Robinson, Chairman, Long Beach
Mrs. Mildred Hale, San Diego
Mrs. Mildred Bevil, Sacramento
John J. Allen, Jr., Oakland
W. L. Blair, Pasadena

NATIONAL COUNCIL OF STATE SCHOOL BOARDS ASSOCIATIONS BOARD MEETING

Mrs. I. E. Porter, president of the National Council of State School Boards Associations, presided at a meeting held recently in Chicago when plans were made for the annual meeting to be held during the convention of the American Association of School Administrators in Atlantic City next February. This will be a luncheon conference on Monday, February 24, in the Surf Room of the Ambassador Hotel, and indications are that many of the State Associations will be represented by their officers and members. Board members were present from Illinois, Pennsylvania, and New York.

ATTORNEY GENERAL'S OPINIONS

Duty of High School District to Admit Pupils Not Residing in a High School District

Under the provisions of School Code section 3.301, the governing board of a high school district *cannot* exclude high school pupils who do *not* reside in a high school district and if such high school district does not have facilities to educate other than pupils residing in the district, and if the demand for admission by eligible pupils not residing in a high school district is a continuing one, the governing board of the high school district is obligated to provide facilities for and to admit such non-resident pupils. (A. G. O. NS2971, October 7, 1940)

Duty of High School District to Admit Pupils Residing in a High School District

Under School Code section 2.21, the governing board of a high school district is not obligated to receive into the schools of the district, pupils eligible to attend high school who reside in another high school district. (A. G. O. NS2971, October 7, 1940)

Duty of School District to Provide Supplies and Equipment for Pupils

The governing board of a school district may not charge pupils of the district for materials furnished by the district to such pupils for projects carried on during regular class periods where the materials are necessary to pursue a course for which scholastic credits are given (citing A. G. O. NS2469). However, if such pupil desires to work with materials of a different or better grade than those furnished by the district, the governing board of the district may permit the pupils

to furnish such materials himself. It is immaterial that the pupils are permitted to keep the articles they make.

The governing board of a district is empowered under School Code section 6.471 to purchase musical instruments for the use of the schools of the district and when such instruments are purchased and used in regular band classes, the instruments must be complete and capable of being played. The governing board must furnish reeds and other necessary parts of such instruments (citing A. G. O. NS2469). (A. G. O. NS2983, October 17, 1940)

Letting of District Contracts for Supplies and Materials

Where a school district maintains more than one school, all such schools must be considered as one unit for the purposes of School Code sections 6.30 and following. All contracts must be let by the governing board of the district and such duty cannot be delegated to the principals of the schools.

A school district may not, under School Code section 6.30, purchase more than $500, worth of goods without calling for bids by dividing the purchase into contracts of less than $500 each. (A. G. O. NS2987, October 14, 1940)

Ownership and Sale of Musical Instruments Purchased by Districts

Musical instruments purchased by a district under the authority of School Code section 6.471 must remain the property of the district but such instruments as are not required for school purposes, or which are not satisfactory or suitable for school use may be disposed of in the manner provided by School Code sections 6.220-6.223. (A. G. O. NS2983, October 17, 1940)

Reconciliation of Long Standing Discrepancies in Records of School District Balances

Where there is a discrepancy between the balances of a school district as shown by the records of a school district and as shown by the records of the county superintendent of schools and such discrepancies have existed over a long period of time, arbitrary entries may be made on the records of the district to adjust the balances so as to show the actual cash balances. Such entries should be made only after an appropriate resolution by the governing board of the district is made, and an explanatory note is written into the ledger entries so that such procedure could not be construed as a false entry or as an expedient for covering an unaccountable shortage. (A. G. O. NS2951, October 2, 1940)

VENTURA COUNTY OFFICIALS MEET

A combined meeting of Ventura County trustees and non-certificated employees was held in Ventura at the Junior College on December 14. Called by County Superintendent Cobb, the conference was particularly concerned with school transportation. Harold Pauly, director of transportation in Kern County High School, addressed the members on this subject.

ILLINOIS ASSOCIATION OF SCHOOL BOARDS

The annual convention of the Illinois Association of School Boards met in joint session this year with the Illinois City Superintendents Association, at the Abraham Lincoln Hotel in Springfield, Illinois. Attesting to the wide interest in school administration some seven or eight hundred trustees and administrators were in attendance at this conference. President Ira E. Garman, long an active and efficient school board member, presided at the opening session and described in his annual report some of the work which has already been accomplished by the Research Department under the direction of Mr. Glenn K. Kelly. The Illinois Association is the first state organization of school board members to receive a financial grant from the Legislature. Last year $15,000 was set aside by the Illinois Legislature for the Association's research.

An innovation was a pre-convention dinner meeting of women school board members, attended by 100 women from various parts of the state. Mrs. W. S. Hefferan, member of the Chicago Board of Education, addressed the group on the subject "Women on School Boards," and Mrs. Eloise P. Bingham, editor of *Illinois Education,* spoke on "Women's Responsibility for the Future of Public Education in Illinois."

Mr. Garman has completed his second year as president of the association, during which time fine progress has been made. He was actively interested last year at the St. Louis Convention of School Administrators, in the formation of the National Council of State School Boards Associations, and will appear on the program at the Atlantic City Convention next February.

Mrs. I. E. Porter was a guest at several convention sessions. She extended greetings from the California School Trustees Association and the National Council.

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500 to 5,000	ADA	10.00
5,000 to 20,000	ADA	25.00
20,000 and over	ADA	50.00

A NATIONAL EMERGENCY RESOLUTION

Trustees of Carmenita School in Los Angeles County recently passed the following Resolution as a patriotic gesture in the present emergency. It would be interesting to know how many other schools are taking like action to extend a feeling of security to those men who are called for military duty:

"To Whom It May Concern:

We, the Board of Trustees of Carmenita School District, hereby wish to go on record stating that we will *rehire,* during the present national emergency, any school employee who is conscripted by the United States Government, if such employee will within ninety days after his release from conscription make application for his former position."

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Book Reviews

From the Macmillan Company

English for American Youth, by Taintor and Monro. Price, $1.68. This book, planned for the first two years of junior high school, recognizes the fact that there are many pupils in these classes who are older and more mature than pupils at this level were formerly. Much of the material in junior high school books is too juvenile to interest them. Moreover, since most high school students do not expect to enter college or even to graduate from the senior high school, they need English that is related to their immediate needs and practical life. The authors have prepared material that will appeal to these non-academic students and teach them essentials of good usage in speaking and in writing. The emphasis is on speaking—discussion, conversation, making introductions, announcements, short speeches, telephone conversations, etc. Training in written expression is strictly limited to forms needed by the average person in business and social contacts. Since this book is for more mature students and provides for practical application of the principles with which it deals, the authors have included three unique features not found in other English texts. They have provided for correlation of English with civics and government, good manners, and the choice of a vocation. These are used as motivation for the study of good English, and English instruction becomes apparently incidental. Throughout the book topics of real interest to the student are discussed, and the need for correctness of expression is impressed upon his mind.

From the Public Forum and Speakers' Bureau, San Francisco School Department

The Forum and Discussion Group: Organization and Techniques, Bulletin No. 1; List of Speakers from Institutions of Higher Learning in Northern California, Bulletin No. 2; Select Annotated Bibliographies on Adult Education and Forum and Discussion Groups, Bulletin No. 3, Arthur H. Chamberlain, Director, Public Forum and Speakers Bureau. With the growing interest in all phases of adult education and particularly in the discussion group, these bulletins should prove very helpful to all participants in adult education. Bulletin No. 1 sets forth the principles underlying the forum and discussion group and the methods and techniques used in a forum set-up. Emphasis is on the methods employed in the well-conducted forum, the handling of the audience during the question hour, the training and experience of the forum leader or moderator, the ability of those who speak from the platform, and the choice of subjects for discussion. Bulletin No. 3 lists alphabetically speakers and lecturers available for forum work. These speakers are members of faculties of universities and colleges in Northern California, and professional lecturers, members of private institutions, or men and women engaged in social or professional activities. Bulletin No. 2 is an annotated bibliography under two heads: adult education in general and the forum movement. All available sources have been canvassed and selections made of those titles that would seem to be profitable for study. Copies of any of these bulletins may be secured without charge, by addressing the Public Forum and Speakers' Bureau, 585 Bush Street, San Francisco.

From the Pasadena Junior College

The Curriculum Classification of Junior College Students, by Henry Irving Weitzel. This booklet reports the results of a rather complete survey of the junior college curriculum situation as it exists at present. The booklet is an abridgement of a dissertation written in partial fulfillment of the requirements for the degree of Doctor of Philosophy at the University of Southern California. The author discusses bases of classifying students, the number and types of curricula available, the adequacy of these curricula, and proposes comprehensive junior college curriculum organization.

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LAUGH AND LEARN GRAMMAR

through this really original text which will teach them sentence structure in spite of themselves and exercise their sense of humor at the same time.

Pupils will be *surprised* into reading the explanations and doing the tests and exercises in this book because of their compelling content. Much of this content is based on the amazing and comical adventures of the fabulous Paul Bunyan.

The book covers grammatical material essential at the junior high school level. It is not a handbook, but a humanitarian attempt to present the subject in a palatable manner. *Illustrated with drawings.*

Watch for the **LAUGH AND LEARN GRAMMAR** by Irwin H. Braun, to be published in January, 1941.

HARR WAGNER PUBLISHING COMPANY

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CURRAN THEATER PRESENTS TALLULAH BANKHEAD

Tallulah Bankhead scores her greatest stage triumph in the exciting Lillian Hellman play, *The Little Foxes*, which opens at the Curran Theater for two weeks beginning December 23. After a one-year run at the National Theater, New York, the play is now on a two-season transcontinental tour. Matinees will be presented on Thursday and Saturday, and there will be a gala New Year's Eve performance.

Life magazine said of Miss Bankhead's career, "... eight years ago Tallulah Bankhead, tired of England, packed her bags and came home. Two years in Hollywood were unsatisfactory. A half-dozen plays in New York were more or less flops. Somehow it seemed impossible to find adequate parts for this strange electric woman with the languid eyes, the panther's step and the siren's husky voice. But now, in Lillian Hellman's *The Little Foxes*, she fills for the first time, a role carved big and fierce enough for her talent. Against the cold, steely force of the year's strongest play, the glitter of her acting lights up a whole era of history."

Frank Conroy, veteran stage and screen actor, heads a distinguished supporting cast which includes Charles Dingle, Carl Benton Reid, Lee Baker, Marie Carroll, Eugenia Rawls, Dan Duryea, Abbie Mitchell and John Marriott.

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Official Bulletin of the California School Trustees Association

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In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
From Jacals to Haciendas, Mildred Gissin 10
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

January, 1941

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Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

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4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. High certification qualifications, guaranteeing to every child in the state a well-trained, well-educated teacher.

The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

President
JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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State Headquarters: 155 Sansome Street, San Francisco

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EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

Some very definite and distinct problems have come to the educator's doorstep this New Year. They are no more definite or distinct than they should have been in years past but in the present state of world affairs they have become the foundation of education's continued existence in the United States. The first problem is the defense of the philosophy of our democratic form of government, the second is the education of the individual to earn a living in such a democratic government, and the last but not least is the adequate financial support of such an educational program. Three propositions that have always been upon the educator's doorstep, but never until recently with such dire consequences if the program is not carried to a successful conclusion. Educators as a whole have taken for granted that democracy as a philosophy is established in our children. But if so, how come the mass of insurgents among the youth of the land, the adoption of communism by more than even the intellectuals, the class strife that characterizes most of industrial relations, venality in office, and not least the unwillingness of over five million of our population, many of whom have lived in the United States for decades, to acquire American citizenship. Over a million of this class are in New York City alone. Moreover, this present turmoil in world affairs has brought vocational education in the United States to the foreground as never before. Again an old problem. Educators have been crying in the wilderness that they were training white-collar workers where no jobs existed. Their advocacy of learning trades was resisted by both unions themselves as well as by parents. The lack of an apprentice system has been decried for years. Boondoggling educational projects have been the rule because of trade union resistance of more workers trained to their particular field. The inculcation of an ideal toward work is something we find must be made a vital force in the school system. And finally but most fundamental is the last point of adequate financial support of public education. There is a trend at the moment to cut down rather than expand financial school support. More money for armament and all of the other defense auxiliaries and less for the abundant life which naturally includes education. Somewhere along the line the belt has to be drawn tighter. Unless educators and parents are alert it is the children who will pay the price.

* * *

The Fifty-fifth Annual Meeting of the American Historical Association was held in New York City with the Hotel Pennsylvania as headquarters on December 27, 28, and 30. Around 2,000 historians from colleges all over the country were present. Topics considered were typically of past historical events and matters of the more pertinent present. With all the accumulation of the records of man's past deeds, of the relationship of man to man, of nation to nation, of *ism* to *ism* discussion showed that knowledge of the past had little effect upon man's actions in the present. In fact it seems that man in struggle with man in basic principles is little different from the struggles of the aboriginal. The only differences arise in the refinements of carrying out the struggle and in the mastery of noble sounding justifications of the position held.

The reorganization of the New Rochelle, New York, school system is more than just a rearrangement of classes or of the founding of new schools. It is a definite outcome of a situation dominant in large areas of the eastern seaboard and of the midwest, where static and decreasing populations find school systems with elementary schools with vacant classrooms and with junior and senior high schools overcrowded. The plan has been carried out this year under the leadership of New Rochelle's new superintendent Dr. Herbert C. Clish. The original plan was the work of the former superintendent Dr. Herold C. Hunt, who, July 1 last, assumed the superintendency of the Kansas City, Missouri, schools.

In New Rochelle, with a population of around 54,000 inhabitants and 9,000 pupils, the school set-up was one senior high school, three junior high schools, and ten elementary schools of grades 1 to 6. The new set-up adds the seventh year to each of the elementary schools, eliminates one small junior high school completely, and changes the other two into senior high school plants, one into an academic high school and the other into a vocational high school. The original New Rochelle high school remains in its academic classification. Two of these three high schools now become five-year high schools of grades 8 to 12; the vocational high school handles grades 10 to 12. The two academic high schools, the New Rochelle and the Isaac E. Young, are on opposite sides of the city and consequently handle the academic pupils in those areas. The ten elementary schools handle the pupils in their immediate neighborhood. The vocational high school, the Albert Leonard, is more nearly in the center of the town and takes in students from the entire city. This vocational high school is not a haven for slow-moving pupils. It is a school with business and vocational courses, and entrants have to pass mental ability and aptitude tests before they are permitted to register. For carrying out the vocational work the Board of Education acquired a garage across the street for use in industrial subjects and also bought a magnificent estate with a fine house on it some two blocks from the school for the homemaking department. Among courses given in this Albert Leonard Vocational School are general education courses for students such as English, mathematics, social studies, modern languages and art. The business education department teaches the skills needed in modern business such as

shorthand, bookkeeping, use of business machines, salesmanship, principles of accounting and management, economics, etc. In the industrial and technical section are courses in electricity, related science, related drawing, related mathematics, building construction, auto mechanics, machine shop, aviation, horticulture and estate care. In the homemaking department are taught such things as tea room management, clothing, nutrition, personality, child care, home nursing. Then, there is a full department in health and physical education as well as music.

Dr. Herbert C. Clish comes to New Rochelle after nine years as assistant superintendent in charge of elementary education of the New Haven, Connecticut, schools. He is a graduate of Columbia University with a doctorate from the same institution. For years he has been prominent in Connecticut educational affairs and has been giving courses in education at Yale University. In New Rochelle he finds himself in charge of one of New York State's most outstanding school systems, where, during the past years, excellent buildings have been erected, and a corps of excellent teachers and principals assembled, where salary schedule is most adequate, where the citizens and the Board of Education take a most vital interest in the education of their children. Assisting Dr. Clish in his work are such persons as Assistant Superintendent Sim Joe Smith; Director of Instruction, Mrs. Elsie Flint Neuner; Director, Department of Guidance, Clarence C. Dunsmoor; Director, Department of Music Education, Bernard B. Nye; Director, Department of Health and Physical Education, Elmon L. Vernier; Director, Department of Industrial Arts and Vocational Education, Garton K. Wagar.

It has long been recognized that in the ordinary classroom the teacher spends most of her labors in instructing the lower quadrant of the class, while the brighter youngsters teach themselves or loaf. For this reason the formation of classes of those more talented and even of those placed in the genius classification has been prevalent for some years throughout the United States. An interesting sidelight on this movement was the recent Conference on Education for Gifted Children held at Teachers College, Columbia University, in which former instructors and pupils of one of the first groupings of this character in the years 1922 to 1925 in Junior High School 165, Manhattan, New York City, discussed the pros and cons of this procedure. It was evident from the discussions that the professors and teachers in charge of the project were much in favor of such groupings, but the pupils presented numerous unfavorable features of this segregation. Their main basis of objection was that if they continued into high school and college at the same rate of acceleration, while intellectually on a level with their associates, physically they were immature and consequently felt out of place. One young woman said that segregation placed a premium on I. Q. and brains, "which, like putting a premium on money, is not good taste." Another young man defended segregation because he said it made gifted children feel at home and kept them away from "fellows who make C's in their studies" and who called geniuses "sissies." Jacob Theobald, Assistant Superintendent of Schools, who was principal of P. S. 165 when the training program for gifted children was started, defended the segregation plan, contending that it saved students who were geniuses from the boredom they would suffer in ordinary classroom study. Continuing in defense of the program Dr. Nicholas Murray Butler, president of Columbia University, said that the education of the gifted child "from a fundamental point of view is one of the chief problems of democracy." He said that a democracy must train its own aristocracy—not one of title, inheritance or wealth, but one of excellence. He said gifted children must be given an opportunity for training and service and warned against economic class consciousness that would prevent freedom of opportunity. Evidently, what objections there are to such segregation arise from the first years when the student because of physical development is socially out of adjustment with those with whom he is intellectually equal. Perhaps, the solution is to have a sufficient number of geniuses so that they will mature socially together.

A very definite indictment of vocational work as being presented in our high schools was the result of a one-year study on the "Occupational Adjustment" of former high school students, conducted under the direction of the National Association of Secondary School Principals. The study was financed by the General Education Board with a $25,000 appropriation. With Edward Landy as director the study covered six school systems in the East. It was found that 29 per cent of the unemployed youth felt that they lack sufficient skills to procure and hold a job. At the same time, 20 per cent of the employed group believe that the school could have given them more training in the development of vocational skills. What the graduates desired was training in salesmanship, skilled trades, and in the operation of office machinery; 25 per cent said English had proved of greater importance to them than any other subject taken.

In commenting upon Education Week some time ago *The Register* of New Haven, Connecticut, a newspaper that has been published continuously since 1812, had these things to say: "One week in the school year may well be marked off for some special concentration on bringing closer together the schools and the parents or friends of those in them, or the public at large. There are any number of topics upon which useful information can be exchanged, and perhaps misinformation can be dispelled. Many citizens can profit by having the school authorities interpret to them what some of the contributions are that the schools are making to the individual and to the common welfare" and toward "strengthening civic loyalties, developing human resources, perpetuating individual liberties, building economic security and enriching human life . . . in each case the ideal is lofty. One may wonder, though, whether in the observance the schools may not get somewhat confused in the variety of the special activities and in the solemn sound of the titles which are found to be attached to their everyday activities. Certainly some of the parents are likely to become confused, at least some of those who are most in need of being sold on the worth of the school program. Laudable as may be the objectives which are given such labels, it may be stated safely that the onlooker in a great many cases wishes first of all for somewhat plainer fare. He wants to be convinced that his child is having an acceptable supply of cultural material served up in a manner which encourages absorption, that he is being encouraged to seek additional facts, to utilize his native intelligence to assort, assemble, and consolidate such facts into useful knowledge that will enable him to take care of himself and serve a useful purpose in society. If the schools could get rid of a lot of the odd jobs which neglectful parents shunt on to them, in the way of teaching a decent respect for the ordinary rights of others, morals, manners and discipline, they could do their own job far more completely."

Western School News

Edited by MORRIS WAGNER

OAKLAND EXHIBIT BOON TO TEACHERS AND BOOKMEN

The type of book exhibit developed in the last few years by administrators of the Oakland schools under Superintendend William F. Ewing has proved highly satisfactory to school people and book publishers alike. The definite, earnest plan of this exhibit is what has won hearty approval. When both teachers and bookmen have a clear understanding of what is expected of them and of how they may cooperate, the two groups can put forth their best efforts with assurance that they are working to the advantage of everyone concerned.

The exhibit, held this year January 6-10 at the Oakland Administration Building, was a clearing-house for all leading publishers and for educators of all the Oakland schools, elementary, junior, and senior high. The exhibit featured a different subject each day: Monday, English and Language; Tuesday, Social Studies; Wednesday, Science; Thursday, Reading and Literature; Friday, General Exhibit of Trade, Library and Supplementary Books. Principals assigned certain teachers to visit on certain days. Thus English teachers, for example, visited the exhibit on Monday, and were confronted by a breath-taking array of new and tested aids to the teaching of their subject, and bookmen were primed to present English materials at the most auspicious time.

Each teacher filled out cards for the books she thought ought to be added to the book list, and turned them in to her principal. Each principal, with the aid of his book committees or faculty, will review the books which his teachers considered outstanding, and list those which he finds to be the best in each field.

Thus individual teachers have the satisfaction of knowing that their book needs, as expressed in their written selections will receive careful consideration by the curriculum committee headed by Dr. Bernice Baxter and bookmen have the assurance that teachers are sincerely interested in examining all available material suitable for their use.

These lists will be given to Dr. Bernice Baxter, Supervisor of Elementary and Junior High School Instruction, who, with the aid of sub-committees, will select titles considered best to be submitted for final approval to Superintendent Ewing and Assistant Superintendents William R. Odell and William S. Briscoe.

Publishing houses which participated in the exhibit, and their representatives, were:

Allyn & Bacon, R. C. Hamilton; American Book Company, L. E. Armstrong; Appleton-Century, Charles B. McVey; Ginn & Company, Ritchie C. Smith; Harcourt, Brace & Co., Inc., Rannie F. Burkhead; Harper and Brothers, Blanche Montgomery; D. C. Heath & Company, W. Norman Gibson; Henry Holt & Company, Ruth Mavity; Houghton, Mifflin Company, Miles B. Cutler; Iroquois Publishing Company, H. E. Black; Junior Literary Guild, Arthur Wagstaff; Laidlaw Brothers, S. C. Sonnichsen; J. B. Lippincott Company, Fred W. Bravy; Lyons & Carnahan, George T. Berry; The Macmillan Company, J. E. Leslie; McGraw-Hill Book Company, Inc., John Whitsell; Noble and Noble Publishers, Inc., George Good; F. A. Owen Publishing Company, Loraine Birong; W. F. Quarrie Company, D. E. Skinner; Rand McNally & Company, John A. Sexson, Jr.; Row, Peterson, M. B. Hites; Benj. Sanborn & Company, C. W. Roadman; Scott, Foresman & Company, A. H. Goddard; Charles Scribner's Sons, F. H. Dobbin; Silver Burdett Company, E. R. Colvin; The L. W. Singer Company, Graham H. Beebe; Harr Wagner Publishing Company, Beckley-Cardy Company, and Albert Whitman & Company, Morris Wagner; The John C. Winston Company, A. Merle Matter; World Book Company, C. S. Jones; Cadmus Books, Arthur Wagstaff; Johnson Publishing Company, McKnight, E. M. Hall, Longmans, Green & Co., Wm. H. Sadlier, Inc., Wheeler Pub. Co., Pocket Books, Inc., all represented by Gregory C. Elliott.

Exhibits without representatives present were those of The Caxton Printers, Ltd., Commercial Textbook Co., Ltd., Follett Publishing Company, The Harter Publishing Company, McCormick-Mathers Pub. Co., Pitman Publishing Company, Reinhold Publishing Corp., Webster Publishing Company, Bobbs-Merrill Company, and Building America.

LOS ANGELES EDUCATIONAL PURPOSES RESTATED

Vierling Kersey who was reappointed to another four-year term as superintendent of Los Angeles city schools beginning last fall, launched the year's educational program with a restatement of its purposes, particularly in regard to national defense. A Lieutenant Commander in the Naval Reserve, Mr. Kersey is specially qualified to take the lead in emphasizing the teaching of democracy and the development of patriotism as the schools' part in the defense program. Mr. Kersey and the Los Angeles Board of Education asserted their determination to make national defense—material, physical, and moral—the theme motivating the emphasis in education this year. The written statement issued read, "Particularly do the Board of Education and the Superintendent of Schools assert confirmed conviction that the schools accept direct responsibility in stabilizing morale and enriching the development of loyalty to the American ideal." The statement emphasized further that teaching must have "direct and unquestionable bearing upon the development of those constructive disciplines that make a people strong in the face of the ordinary as well as the extraordinary problems of life today. This statement is uttered out of respect for the fact that the American ideal is the result of sacrificial living, devotion to ideals, and self-discipline in preference to discipline from without. The Board of Education and the Superintendent direct that this be a year during which all effort in the school life of the children center around respect for property, courtesy,

Vierling Kersey

politeness, and recognition of and respect for duly constituted authority. These are basic to good citizenship in a democracy."

To parents of Los Angeles children it was declared that teaching would "guard as well as guarantee adequate training in the fundamentals of learning, the Three R's, and to be more specific—reading, language, writing, spelling, arithmetic, geography, and history. All teachers are urged to make every need, arising in whatever subject they may teach, an occasion wherein they may present and emphasize the importance of these fundamentals. This emphasis may be accomplished without detracting in the least from the rich program in the arts and the elective subjects in our schools."

Parents were asked particularly to cooperate with the schools this year in the attainment of high standards of learning by informing the schools as to their opinion concerning the success, the interest, or lack of interest of their own children in school activities. They were urged to give due consideration to the fact that discipline at school is not alone sufficient.

POMONA ADMINISTRATION BUILDING

Few small city districts can boast an attractive and functional administration building like that of the Pomona District under the superintendency of Emmett Clark. Completed in September, 1939, the Administration Building houses the offices of the educational and business departments of the schools, and includes a commodious Assembly Room for meetings of the Board of Education. The utmost in efficient administration is achieved through having all offices on one 100-foot lot. At this central location not only will the educational program be developed, but all financial, purchasing, maintenance and operation problems will be solved.

The new unit is a one-story frame and stucco building, residential in type, constructed under the rigid regulations of the State Division of Architecture. The plant is modern in every respect with windows of the steel casement type equipped with steel venetian blinds. Adequate but not expensive lighting is provided, and heat is supplied by two Payne furnaces, of the forced hot air type under electrical control. A paging system for intercommunication between the offices and the shops and warehouse has been installed, with four master controls and sixteen stations equipped with a combination receiving and speaker unit.

Pomona Administration Building. All administrative offices are located on one 100-foot lot.

Mr. Clark has been superintendent of schools, Pomona City School District, since 1939. In 1927 he was elected superintendent of Pomona schools, serving in this capacity until 1939 when the superintendency was divided. Dr. Clifton C. Winn was elected at that time as superintendent of schools, Pomona High School District. From 1920-1927 Mr. Clark had been principal of the Kauffman Junior High School (later called the Fremont Junior High) and was principal of the Central Elementary School during the school year 1919-1920. From 1916-1919 he was a classroom teacher at Kauffman School.

Mr. Clark was born in New York State where he received most of his education. He taught in a private school for boys for several years before coming to California in September, 1916. He received his B. A. from Pomona College and his M. A. from Claremont Colleges.

A. V. A. BELIEVES EDUCATORS MUST SUPPLY EDUCATION FOR EMPLOYMENT

The *San Francisco Public Schools Bulletin* of January 6, 1941, reported:

" 'Our educators in general have not stepped out as leaders to supply the necessary education to lead directly to employment for the ninety per cent who must earn a living immediately upon leaving high school.'

"The speaker was Warren E. Hill, director of the Washburn Trade School, Chicago, before the annual convention of the American Vocational Association, to which San Francisco had the honor of playing host. While Mr. Hill's remarks were not the consensus of the convention they would be recognized as the majority viewpoint of the 3000 delegates and visitors.

"The three-day convention brought out in addition to national leaders, hundreds of teachers in the metropolitan area, interested in the development of vocational education. In appreciation of their activities in the vocational field three Californians were given awards. To Dr. Edwin A. Lee, dean of the school of education at U.C.L.A. went the award of 'The Ship' for the most outstanding service rendered to vocational education in the year 1940; to Dr. Julian A. McPhee, San Luis Obispo, and Charles E. Barker, life memberships in the association.

"Superintendent Nourse greeted the delegates at three meetings, the dinner to state directors on Saturday evening, December 14; the opening of general sessions at the Fairmont Hotel on Monday evening; and at the main social event, the banquet to delegates on Wednesday evening.

"San Francisco made more than an ordinary contribution to the convention exhibits which greeted convention visitors as they entered the Fairmont Hotel. Especially pleasing were the exhibits of the Samuel Gompers Trades School and the San Francisco Junior College Hotel and Restaurant Management group.

"California leaders in attendance at the convention included Walter F. Dexter, State Superintendent of Public Instruction; John C. Beswick, Chief of the Division of Trade and Industrial Education; Dr. A. J. Cloud, President of San Francisco Junior College, and Dr. Ben E. Mallory, member of the California State Personnel Board.

"Before leaving for the East, Dr. L. H. Dennis, executive secretary of the association, called upon John F. Brady, convention chairman, to present a resolution adopted by the convention thanking the local committee and the San Francisco Convention and Tourist Bureau for the excellent arrangements."

NEWS NOTES

Stephen L. Walker is now director of curriculum and instruction in the Fresno city schools, having been appointed when I. O. Addicott resigned from the position last year to become director of teacher training at the University of Denver. Mr. Walker came to California from Montana as a child, and received his entire education in the California public schools, securing both his B. A. and M. A. from the University of California.

Stephen L. Walker

His experience in the Fresno city schools includes classroom teaching in both elementary and junior high schools in the subjects of English and social studies as well as vice-principalships and principalships in the elementary schools. He was principal of Jackson School for several years prior to assuming his present position. During the last year of Mr. Addicott's work in Fresno Mr. Walker was a member of the committee which was evaluating the progress of the new curriculum. Having worked so closely with Mr. Addicott on the evaluation committee, Mr. Walker is naturally carrying on the same plans which he originally helped to develop.

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The California Journal of Secondary Education, October, 1940, contains an interesting article called "Improving the Reading of Seventh Graders" by Carolyn J. Burnside of the Point Loma Junior-Senior High School, San Diego. Principal Clarence R. Swenson, who is chairman of the reading committee for the city schools, submitted her article to the Journal, expressing his high opinion of the work which Mrs. Burnside has done on this reading project. The chief interest of the article is that it shows what can be done with remedial instruction even though the teacher in charge of the work has had no specialized training or previous experience in the field. Mrs. Burnside describes specifically how she went about determining the degree of deficiency in her classes, what the difficulties were in the way of progress, and what effective measures could be taken. Since the work was undertaken by a regular classroom teacher, not a specialist, with no course of study or special material at hand, and since the report describes only a brief trial period, the results must not be accepted unquestioningly, as the author herself points out. However, the facts and figures do lead to these definite conclusions; many junior high school students need remedial instruction; most junior high school students profit by instruction in special reading skills; students make definite and rapid progress when given such instruction; greater progress is made in small groups where the need for remedial work is general than in groups of mixed ability; students' interest can be built up to the point where there no longer is need to urge them to read.

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Lloyd R. Lofthus has developed a great interest in music and in physical education during his two years as district superintendent of Pleasanton schools. Every child has ample opportunity for music, free instruction is offered in all orchestra and band instruments on school time, and all children receive instruction in singing. A glee club is selected from the student body and this year a band of sixty-four students is under way. Exchange concerts have been arranged with neighboring towns and other districts which have bands. Children who are not interested in music may take handcraft courses. All children therefore have one or more of these subjects. Since music is planned for the course of study during school time there is no conflict with any basic subject.

An example of the encouragement the physical education program receives under Mr. Lofthus is a trip which the boys of the Pleasanton schools recently made to a basket ball game at the University of California. During their visit they observed some tumbling and trapeze work in the gymnasium. They returned to their own schools much enthused about carrying on the program and eager to have a course in tumbling some day. In the meantime they are content with acrobatics on bars and rings and trapeze, in addition to the regular physical education program.

Mr. Lofthus comes from eastern Washington. He attended Stanford in 1939, completing requirements for a superintendent's credential in this state. Prior to coming to California Mr. Lofthus was a high school principal at Endicott, Washington. He secured his A. B. at Whitman College, Walla Walla, and had one year of graduate work at Whitman, and a year at the University of Washington. During his principalship in the Endicott High School he was closely in touch with elementary work, as both schools were in the same plant and both principals worked very closely with the district superintendent in coordinating the program. Following his special interest, Mr. Lofthus was a music instructor for five years in Walla Walla. He was formerly president of the Eastern Washington Music Association, which sponsors contests and festivals. This association takes in all eastern Washington including Spokane. Mr. Lofthus himself will train and conduct the band in the music course given in the Pleasanton schools.

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Of Unusual Interest to Teachers is a prize announcement made by Houghton Mifflin Company. For true, book-length "personal histories" reflecting significant aspects of American life, they are offering prizes of $2500 each. They hope that one of the first prize winners will deal with the life of an American teacher or educator and they urge the participation of teachers in this project.

A prize-winning manuscript may be the life story of a man or woman in either this or an earlier generation. The only criterion is that it should definitely contribute to our understanding of our own country by presenting a true picture of one American's life and work.

A unique feature of the contest is the offer of free editorial advice on partial manuscripts as a practical means of saving the writer's time.

Teachers who are interested in competing are urged to write for information and an application form to Life in America Editor, Houghton Mifflin Company, 2 Park Street, Boston, Mass.

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"Usage or Practice is the basis of all the correctness there can be in language," so if you want to go right ahead now and say things like "It is *me*" and *"Who* did you call?" it's all right with us, and what is more important, it's all right with the National Council of Teachers of English too. For the quotation is theirs, and it comes from the report of an investigation which they financed on "The Grammatical Structure of Present-Day American English with Special Reference to Social Differences or Class Dialects." Their findings are published in *American English Grammar* by Charles Carpenter Fries, D. Appleton-Century Company.

NATIONAL DEFENSE CREATES SCHOOL HOUSING PROBLEM IN SAN LUIS OBISPO

By Alvin E. Rhodes
Curriculum Director and Rural School Supervisor

Acute emergency conditions are being created in many San Luis Obispo County schools due to large National Defense projects in that county. Two large army training camps, each providing for twenty thousand to sixty thousand men, are under construction in the county. Camp Nacmiento is located on the 101 highway about four miles north of San Miguel, and Camp San Luis Obispo is situated on the Coast Highway, No. 1, about six miles north of San Luis Obispo. In addition to these giant projects, a third Federal development, construction of an airport, is under way in Paso Robles. The many thousand workmen engaged on these three projects have created a serious housing shortage, traffic problems, and other emergency conditions in addition to the greatest rise in school enrollment in the history of the county.

Some examples of the school situation are seen in the following: Pismo Beach elementary school increased from 180 to 312, and there is every probability of more to come. San Miguel elementary school increased from 70 to 107. Paso Robles city schools increased over 100, with elementary school classes meeting in public buildings because of the schoolhouse shortage. San Luis Obispo city schools have a 250 increase, bringing the highest enrollment the system has ever had. Numerous other examples could be listed.

Needless to say, school housing has become a problem. For example, the San Luis Obispo Junior High School originally built to house 350 pupils is now caring for 529. Many classes in different localities are meeting in buildings other than schools.

Obviously, such conditions have made tremendous demands upon the regular school funds, and it will be necessary that these be supplemented by help from other sources. In a recent report to the Federal Office of Education a general estimate was made showing special financial needs during the next several months in excess of $1,600,000. This amount would cover only the needs created by the present emergency—new buildings, additions to old buildings, new school sites, additional teachers, school operating expenses, new buses and their operating expenses, additional furniture and school equipment. As yet, no provisions have been made for any such financial aid from state or federal governments.

An additional financial complication is arising from adjustments that must be made in county tax rolls. Several school districts have lost much of their taxable resources due to property being taken over by the federal government for army reservations. One rural school, which is still operating and may continue to do so, has lost its entire district except for the school site itself, the property having been taken over as a part of the Camp San Luis Obispo Reservation. Another school, a union district, will lose one teacher unit because one of its affiliating districts is now completely taken over by the Nacmiento Reservation. Several other similar instances have occurred.

While the main army of workmen on the three projects will be in the county for only a few months longer, they will be followed by many thousand officers, enlisted men, and general workmen. A secondary increase in population due to greater commercial activities is also to be expected. In view of this, it seems that the present emergency may have to be met on a permanent basis.

WHAT THE PUBLIC THINKS OF EDUCATION

A survey of American opinion on youth and education made by the now famous Dr. Gallup in conjunction with educational agencies reveals overwhelming support of America's educational philosophy and aims. The poll itself was carried on by the American Institute of Public Opinion in accordance with its established practices, so that the results represent an authentic sampling of national opinion on many questions relating to education and training of young people. Educational agencies which shared in making the survey were: the American Council on Education, in whose committee on Implementation the idea was originally developed; the General Education Board, which paid a good part of the expense; the American Youth Commission, which conducted the project, and the National Education Association, which analyzed and published the results.

Opinions were obtained during July, 1940, on twenty-four questions relating to youth and education, representing a cross-section of opinion in every state on matters ranging from the impartiality of high-school teachers in discussing controversial subjects to the advisability of spending equal amounts on the education of a negro child and a white child.

Endorsement by large majorities for specific steps in the nation's program of extension of educational and training benefits to all young people included: equalizing of educational opportunity through Federal grants to state educational systems; provisions for aiding families to make possible continuance in school of children through the secondary-school level; and Federal programs for training of unemployed, out-of-school youth.

A few of the questions and opinions registered follow:

Many people say there is too much importance placed on education these days. Do you agree or disagree?

21 percent agreed; 73 percent disagreed; 6 percent gave no opinion.

Do you think young people today are getting a better education in school than their parents got?

85 percent, better; 6 percent, same; 7 percent, worse; 2 percent, no opinion.

How do you feel about the amount of tax money now being spent for schools here—would you say it is too much or not enough?

19 percent, not enough; 47 percent, about right; 14 percent, too much; 20 percent, no opinion.

If a family is so poor that they have to keep their children out of high school, do you think that they should be given aid by the government so that the children can attend high school?

72 percent, yes; 12 percent, in certain cases; 12 percent, no; 4 percent, no opinion.

Would you favor a special government program to provide part-time work and training for young people who have left school and are not able to find work?

82 percent, agree; 11 percent, disagree; 7 percent, no opinion.

Copies of the *Research Bulletin* containing the complete report entitled "What People Think About Youth and Education" may be obtained from the National Educational Association for twenty-five cents.

HOW AUTHORS WRITE . . . .

We have recently published an interesting and instructive booklet from the manuscript of John George Hartwig. **HOW AUTHORS WRITE** is a series of intimate "portraits of eighteen of the more prominent contemporary authors—based on interviews—describing their methods in writing and revealing the inside stories of their "office methods" . . Price $1.00

UNIVERSITY PRESS
3908 Olive Street St. Louis, Mo.

NATIONAL CONVENTION OF TEACHERS OF ENGLISH

By George E. Murphy

The backbone of the National Council of the Teachers of English, the classroom teachers themselves, 4,000 strong, held the spotlight at their convention in Chicago during Thanksgiving week. For the first time in the history of their conventions they had a chance to talk as well as listen for at least one session.

They had organized into groups of approximately fifty on the basis of their most pressing problems. With the help of panel leaders they discussed cooperatively, with an opportunity for anyone to contribute, (1) English for gifted children, (2) English for children with a foreign background, (3) differentiating instruction within the classroom, (4) English and guidance, (5) English in an integrated curriculum, (6) English for non-academic pupils and (7) English in the small high school.

Another innovation at the 1940 convention was a meeting of the chairmen of the various committees before the first business meeting. This group made recommendations which the Executive Committee can consider at their meetings during the year. A recommendation of interest to English teachers in the West was that a national meeting be held here soon. Since the man who later was elected president for 1941 had previously outlined a plan whereby a meeting would be held west of the Mississippi River every other year, there is hope that the plan will materialize.

Prominent speakers at the general sessions included President E. A. Cross of the Colorado State College who pleaded for more iron and less sugar in English curricula; Charles C. Fries, University of Michigan, who explained how the grammar of the American differs from that of the English language; Dora V. Smith, University of Minnesota, who defined today's challenge to the teachers of English; Mortimer J. Adler, University of Chicago, who interpreted and defended his famous *How to Read a Book* and I. A. Richards, Harvard, who reported on the progress of basic English.

The annual banquet and luncheon were made red-letter occasions through programs which featured Elizabeth Page, who explained how her book *The Tree of Liberty*, grew; Fulton Oursler, editor-in-chief of *Liberty*, who reported some of the thrills and headaches he has suffered in giving the public what it wants; Ken McCormick, editor for Doubleday Doran, who described the vicissitudes of trailing and capturing elusive genius; Mark Van Doren, writer and critic, who summed up his philosophy of criticism and Louis Bromfield, novelist, who told how writers, particularly Bromfield, write.

Individual teachers and pupils were featured again when the Publications Committee announced the acceptance of a manuscript from the Individual Differences Committee of which Nellie Appy of Seattle's Broadway High School is chairman. Individual teachers have explained in this volume how they have adjusted their teaching to care for the needs of the individual pupil. The Publications Committee announced also a pamphlet series of which Hazel Sample's "Pitfalls for Readers of Fiction" is the first. "Producing School-Made Movies" by Eleanor Child and Hardy Finch will soon be the second.

Western teachers who appeared on the program included Gertrud Addison, curriculum director, Los Angeles; Nellie Appy, Broadway High School, Seattle; Elizabeth Carney, Colorado State College, Greeley; Helen Clifford, Long Beach Public Schools; Nell Doherty, University High School, New Mexico Normal University, Las Vegas; Mathilda Gilbreath, Roosevelt High School, Seattle; Mildred B. Green, McClatchey High School, Sacramento; M. Lucille Harrison, Colorado State College; Marjorie Large, Denver Public Schools; Paul McKee, Colorado State College; Jeannette Maltby, North Central High School, Spokane; A. Eason Monroe and George Murphy of the Menlo Junior College; E. Louise Noyes, Santa Barbara Senior High School; Marian Pettis, Lewis and Clark High School, Spokane; Chandos Reid, East High School, Denver, and Holland D. Roberts, Stanford University.

At the final business meeting Robert C. Pooley of the University of Wisconsin was elected president of the Council for 1941. John J. DeBoer, Chicago Teachers College was elected first vice-president and Jeannette Maltby, North Central High School, Spokane, second vice-president. W. Wilbur Hatfield, Chicago Teachers College, was re-elected secretary-treasurer. Atlanta, Georgia, was announced as the convention city for 1941.

"IT'S NOT 'TREASON'"

Under the title *This is Not Treason*, the November, 1940, issue of *The Journal of the National Education Association* published a reply by NEA Associate Secretary William G. Carr to recent attacks on various school textbooks as "un-American." In addition, the same issue prints an address on the same subject delivered by NEA President Donald DuShane at the American Legion convention in September, in which specific reference is made to such attacks appearing in *The American Legion Magazine*.

The following excerpts from Dr. Carr's article bear repeating:

"When we read these carelessly made charges of 'treason' in connection with the schools, let us remember that:

"It is not 'treason' to teach that American ideals require a fair chance for everyone in terms of economic, social, and educational opportunity.

"It is not 'treason' to teach that these ideals are not yet fully achieved and to stir the enthusiasm of youth to attain these ideals more fully.

"It is not 'treason' to teach that the current developments in our economic life put great strain on the institutions of democracy and to summon up youthful vigilance and courage to meet the challenge.

"It is not 'treason' to teach the importance of the civil liberties, nor to give practice in the responsible use of these liberties in dealing with debatable public questions.

"It is not 'treason' to teach that the United States can learn some useful lessons from the experience of other countries.

"It is not 'treason' to teach important truths, even though those truths be distasteful to powerful interests in the community; not treason yet, not yet in the United States of America."

The 1941 National Convention of the American Association of School Administrators will be held in Atlantic City, February 22-27.

The Twentieth Annual Meeting of the California Educational Research Association, Northern Section, will meet in Berkeley April 18 and 19, 1941.

From Jacals to Haciendas

A Fourth Grade Study of Simple Living in Early California

By MILDRED GISSIN
Fremont School, San Francisco

Purpose and Selection of the Unit

A vital factor in the selection, planning, and carrying through of a new activity is consideration of the previous experience of the class. In the primary grades this particular group had had many opportunities for studying at first hand their immediate neighborhood and the larger community. They had acquired in a very simple way an understanding of the ways in which basic human needs are satisfied in a large industrial city. A valuable experience for the group, therefore, would be to go back in history to a study of the simpler ways of living that preceded our present complex life. The contrast of the two types of civilization would make for better understanding and keener appreciation.

Interest and enthusiasm for the study arose very naturally. One of the boys in the class, whose grandmother was Spanish, brought an old Spanish comb to school to show the class. This brought up questions about who had worn it originally, how early Californians had dressed, how people had worked and lived. The children were interested to know how the Spaniards happened to come to California in the first place and what the country was like before they came. This led to questions about the Indians and their mode of living.

Development

In order to insure a balanced study and proper stress upon all the phases of human activity, the organization of the work centered, with varying degrees of emphasis, around the following major themes:

Protection and conservation of life, property and natural resources; methods of producing goods; distribution of goods and services; effect of environmental factors upon transportation and communication; recreation; religion; aesthetic development; education; and government.

Our unit covered the days of the primitive natives of California before any white men had arrived, the period of explorations, the coming of the padres, christianizing of the Indians, organization of the first missions, teaching the natives the necessary skills to carry out the plan made, the establishment of the ranchos, haciendas, the building of the presidios, up to and including the arrival of the first American clipper ships, which came to get the hides, tallow, and olive oil and to bring articles in exchange such as glass, finer furniture, and silks, which could not be made at the missions.

From this general framework, group discussions guided by the teacher led to cooperative formulation of the problems to be solved.

PROTECTION AND CONSERVATION

How were the earliest Indian homes built?
What building materials did nature provide?
How did climate affect the type of homes?
What were the interiors of the houses like?
How did climate influence type of dress?
What materials were used?
How did they paint their faces?
What kind of tools and utensils were used?
What kinds of weapons were in common use?
How were the early Spanish homes built?
What typical architectural features were introduced?
What type of furniture was commonly used?
How did the Spaniards dress?
In what ways did they show their love of color and ornament?
What types of tools and weapons did they introduce?
What new utensils did the Spanish bring with them?
What materials were needed to make these tools, weapons and utensils?
What were the principal foods of the Indians?
How were these prepared or cooked?
What difficulties did they have to face in securing food?
What different methods were used to hunt game? To catch fish?
How did their food differ from ours?
What native animals did they use?
What were the principal foods of the Spanish?
How were their meats cooked?

TRANSPORTATION AND COMMUNICATION

How did the Indians travel?
Of what were their boats made?
How did they travel on land?
How did they send messages?
What signals were used to warn of danger?
What did they do when they wanted to send a message as quickly as possible?
How did they tell time?
How did they interpret signs of nature to guide them in finding directions?
How did the Spanish travel around California?
In what type of ships did the early explorers make their voyages up and down the coast?
How did the different communities keep in touch with each other?
What improvements did they make in the ways of travel?

RECREATION AND EDUCATION

How did the Indians spend their leisure time?
Why was it necessary to combine work and play?
What instruments did they play?
What were their dances like?
What feasts did they celebrate?
What types of games were played?
How did the children get their education?
What was emphasized in the education of the girls? Of the boys?
What were some of the things which the padres taught the Indians?
What did the Indians have to learn first, in order to carry out this program?
What types of music and dancing did the Spanish bring with them?
What were some of their games?
Were there any particular holidays which they celebrated?
What were the educational facilities for Spanish children?

PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES

How were materials prepared for making clothes?
What materials were used for dyes?
How were beads and other decorations made?
What was used to carry goods?
How were baskets made?
What was used to decorate them?
How many different uses did the Indians find for the basket?
What part of the work of a community did the men do? The women?
Was there anything which the children had to do to help?
What means were used to store food?
What preparations were made for winter?
What materials for clothing were prepared at home?
What new processes did the Spaniards teach the Indians in order to provide articles needed in the new community?
What new trees and plants were introduced which could be used to supplement those which are indigenous?
How did the missions make money to carry on the building program and buy needed equipment from Mexico and Spain?
How did the trade in hides and tallow and olive oil help to build up California?
What improved methods of cultivation did the Spaniards introduce?

RELIGION AND AESTHETIC DEVELOPMENT

What kind of religion did the Indians have?
What were some of their beliefs?
How did their religion affect their social life?
How did the Spaniards introduce their religion to the natives?
How was religious activity made a part of the day?
What forms of music did the padres teach the Indians?

GOVERNMENT

How did the Indians of each community govern themselves?
How was the leader chosen?

How was the Spanish governor chosen?
How was it possible for a few Spaniards to hold so large a territory?
Where were soldiers stationed?
Did they have other duties besides protection of the various communities?

Activities

The first step was to secure information from as many sources as possible. There was a dearth of available informational material on the period of California history covered by this unit, at the reading level of the children and with adequate emphasis upon the phases which it was felt necessary to cover. Hoffman's *California Beginnings* and Snedden's *Docas, the Indian Boy,* were the most valuable used of the children's references. Other more difficult reading had to be simplified and presented by the teacher. Reading to find the answer to problems, presentation of individual reports, organization of subject matter around problems, making outlines and summaries, were vital experiences. Picture collections, exhibits, maps and diagrams were other sources of information. The use of books, table of contents, index, glossaries, the dictionary, interpretation of maps were essential skills that developed.

The study provided much stimulation for creative expression. Committees were organized to paint murals depicting primitive community life and Spanish life in mission and hacienda. Indians were shown at work hunting, fishing, tanning hides, weaving, preparing food, making tools and utensils, and building their jacals. Spanish methods of building, transportation, cultivation, etc. were also portrayed. There was in addition a great deal of opportunity for individual interpretation of other phases of life. Making a pictorial map of California showing the location of the missions was a valuable art activity, necessitating a great deal of preliminary research. Planning, cutting and making simple costumes for a culminating play, designing properties and backdrops were further interests.

Dioramas were constructed. A replica of an Indian village was made. This showed geographical features, vegetation, crude buildings, dress, and primitive methods of work. A Spanish hacienda emphasized the Spanish architectural influence—tiled roofs, balconies, and the use of adobe, kinds of transportation, dress, and the new plants which they introduced. A model of Santa Inez Mission was made showing the addition of the arch and bell tower, the organization of mission community, and the cooperative living of Indian and Spaniards.

The children learned Spanish and Indian songs. They had much opportunity for creative listening and developing their own interpretative rhythms, based upon characteristic features of Spanish and Indian music.

The oral and written language was highly motivated through varied activities. Letters to imaginary friends and relatives "back home" in Spain and Mexico, individual diaries, cooperative class summaries and writing a play to conclude the unit were valuable for creative expression and purposeful drill. Keeping a class vocabulary, making titles and labels for exhibited work provided additional stimulus for both language and writing.

This unit offered fine possibilities for study of plants and animals of California. The natives used for food, the acorns from the oaks, the nuts from the pinon pines, grass, seeds, berries, roots, rabbits, squirrels, grasshoppers, deer and an occasional bear, fish and shell fish. The flight of the wild ducks warned the Indians of the coming of winter and the return of spring. The Spanish introduced the date palm using the leaves in religious services, the pepper, the cactus, whose pears were edible, the orange, olive, and lemon tree. Figs, grapes, apples, peaches were planted and many acres sown in grain. If it had not been for the cattle and sheep the missions would not have become so powerful. The horses and oxen brought in for work animals helped in the planting of the mission gardens. Only those trees and plants could be introduced successfully which were in approximately the same latitude as Spain. These have been the parents of today's orchards.

Values

Essential understandings and appreciations were the outgrowth of this unit. The children acquired a clearer conception of the dependence of the primitive peoples upon their natural environment and their ability to use the materials of the environment for their needs. They learned by contrast the difference between a simple handcraft civilization and our complex modern world. They realized the interdependence of members of a group. They recognized the advance of our machine civilization over laborious slow manual labor. They came to a keener appreciation of the handicaps and hardships of primitive groups as compared with the comforts and advantages of today.

Better group living resulted. There was development in the sense of responsibility of the individual to the group. There was greater awareness of the importance of each individual contribution to the whole group.

An increased sensitivity to personal growth in a variety of skills gave to each child an appreciation of his own development. Standards of workmanship and pride in an acceptable product resulted.

The children acquired a rich store of factual information about historical development, geographical knowledge, scientific knowledge, language and fine arts.

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Library News

Edited by MABEL R. GILLIS, State Librarian

BOOKMOBILE SERVICE IN NAPA COUNTY

By Elizabeth Paterson

Librarian, Napa County Free Library

A little over a year ago, a brightly painted orange truck with the words "Bookmobile" and "Napa County Free Library" lettered in bright blue on its sides, practically stopped traffic when it parked outside the County Library Headquarters in Napa. Now, our "traveling library on wheels" has become a familiar sight on the highways of Napa County. Although the novelty of seeing a woman driving a truck still causes many people to stare, members of the staff have overcome their first self-consciousness in their role as truck driver, and for the most part these curious glances pass unnoticed.

Napa County's Bookmobile is a 1940 one-half ton Chevrolet truck, equipped with specially constructed shelves on each side and provided with doors which open to show these shelves of books. Other special construction features include steel pocket arrangements on the large double back doors for carrying pictures and posters, and a folding table attached to the front right door for charging books. The inside of the truck is spacious and is used to carry shipments of books to the schools and branches of the county.

Purpose of the Bookmobile

When blueprint dreams of the Bookmobile became a reality, we had difficulty restraining ourselves in the preparation of a schedule for this new service. The Bookmobile presented so many possibilities that our first impulse was to go in all directions at once. We did realize, however, that experimentation and careful planning were necessary in the development of this new service and that the most favorable results would be achieved by planning a small program and gradually expanding it. Consequently, we spent the first two months introducing the Bookmobile to the schools, Farm Center and Home Department groups. In the course of these two months, as might be expected, the library staff got a little tired of the sound of their own voices explaining what the Bookmobile was and how it was to be used.

The Bookmobile was purchased to fill a very definite need of supplementing the existing branch and school service as well as to serve certain areas that were without library service. The branches in Napa County were small and administered by untrained custodians, who had neither the time nor the experience to give adequate library service. It was hoped that by planning a regular Bookmobile schedule to bring a specially selected group of books and the services of a trained librarian to all parts of the county at regular intervals, something could be achieved in giving more adequate service. There was no question of discontinuing the branches and stations, but rather to supplement and stimulate those existing agencies.

Developing Schedule of Visits

Our first step was to work out a schedule covering certain branches in the county and to experiment with them until the service could be extended. Notices were posted at each of the branches selected which gave the time and place of the Bookmobile schedule in that particular community. The scheduled stop was not always at the branch itself, if it was thought that a more centrally located point in the community, or a club meeting would be a better contact. At each of these stops, borrowers were instructed to return the books to their local branch where they would become a part of the regular branch collection. We found that this system worked very well. It was a means of attracting many new borrowers to the branches, for many came to look at a library on wheels and remained to take out a card and a book. This direct contact with borrowers in all parts of the county brought many surprising results. We were amazed, for example, at the amount of non-fiction that circulated in certain communities where the custodians had discouraged our sending anything other than fiction in the regular shipments. Library patrons suddenly became articulate concerning certain subjects in which they were interested when they found that material could be secured for them from Headquarters or from the State Library.

After this preliminary trial the Bookmobile schedule was gradually extended to cover the entire county. Now, library borrowers in all parts of the county have the opportunity to meet our traveling library and talk over their reading needs with their County Librarian. The friendly personal relation which has resulted from direct contact with library patrons is already showing important dividends other than increased circulation. There is a much better realization of the resources and aims of the County Library System. There is, also, for our library staff a new enthusiasm in our work and the satisfaction of knowing that we have a better knowledge of the reading needs of the community than ever before.

Enthusiasm of the Children

From the first, the children of the county have been the Bookmobile's most enthusiastic admirers. They never fail to spot our brightly painted truck on the country roads and we find that we must be constantly on watch lest we fail to respond to their enthusiastic hand waving. The system worked out for the Bookmobile service to schools of the county corresponds to that used in the branches of the county. Formerly, as is the case in most county libraries, the teacher from each school visited our library Headquarters and selected the "Pleasure Reading" material or mailed in a request for a shipment of recreational reading material usually enclosing a long list of requests. Now, the Bookmobile visits every school in the county at regular intervals, usually every other month, and the children themselves select the books they want to read under the guidance of a trained librarian. The same procedure is used here as at the branches. The books selected by the children from the Bookmobile become a part of the school library to be read by all until the Bookmobile makes its next regular visit.

The arrival of the Bookmobile at any rural school is always a source of great delight to the child and teacher alike. To the child, perhaps, it may be a welcome interruption to the daily school routine or perhaps he wants to ask the librarian if she can help him find another book like the one she recommended on the last visit. To the teacher it may mean, for example, the arrival of the social studies material which she had requested from Headquarters or perhaps a new unit of visual aid material on nature study. There is something especially intriguing about borrowing a book from the Bookmobile. Many a child searches eagerly for a book to read from the shelves of the Bookmobile who has been in the habit of ignoring the books on the shelves of the school's own attractive library corner.

The amount of routine work involved in charging books under this new system is about the same as when the work was done at Headquarters. There is a saving,

however, in the time formerly required in looking up and filling requests. Now we are usually able to fill a request at the time it is made, or substitute another title for the one requested.

Reactions of Library Borrowers

So many amusing incidents occur on our visits to the schools that they should never become monotonous. In our travels around the county we are confided in by many would-be librarians who think that there could be nothing better than a position as librarian, providing, of course, it meant driving an orange Bookmobile. It is quite evident that the library profession has taken on a glamorous appeal it never had before. We always have a fascinated audience while we do the mechanical processes of charging, etc. and many willing helpers to count the books for us and carry them into the school room after the selections are made. Our instructions to the children are "pick out the two books you want to read, put them on the back of the truck, and go inside and sit down." We have had to be more explicit lately, however, for one little tot took these words too literally. Upon investigation, we found that she had climbed *into* the Bookmobile and was sitting there very patiently holding her two books upon her lap!

Evidences of the way the Bookmobile caught the fancy of the children of the county appeared very early in the art work produced in the rural schools. Posters, drawings, etc showed the Bookmobile in all shades, sizes and in many situations. Sometimes it would be a purple Bookmobile racing with a train with an army bomber soaring above. Then again, it would be one of an entirely different hue with the background China, Egypt, or any other distant land. We were most touched by one poster which we saw in the hall of one of our rural schools. It bore the unique combination of the red, white and blue American flag and our orange Bookmobile with the inscription "Our country and our library." One little boy in one of our rural schools has even presented the library with a miniature Bookmobile which he made in the shop work at school. We have used this little Bookmobile very effectively at Home Department meetings by stocking it with postage stamp size books bearing titles of interest to Homemakers and distributing these books to the members.

The Bookmobile and Public Relations

The Bookmobile is undoubtedly one of the best publicity agents the library has ever had. The bright orange paint job might have something to do with that. We chose orange for two reasons. First, it was the County Library color—that used on all signs to designate the branches of County Libraries throughout the state. Then, according to government tests, orange is the color which can longest be retained by the human eye. The local press has called our truck "gay" and once "gaudy" but aside from members of the staff having a little difficulty adjusting their color schemes to harmonize with orange, the choice of a color seems to have been a happy one.

For our exhibit at the County Fair last August, all we needed to do was run the Bookmobile on the Fair grounds, open its shelves, set up a few posters and screens with book jackets on them and our exhibit was complete. It proved to be one of the most attractive displays we had ever featured—and also the least work. During the three days that it was on display at the Fair, the number of visitors we talked to from outside the county who had read or heard about the Bookmobile somewhere was surprising.

The Bookmobile also proved to be an effective advertising medium in the parade at the County Fair. Here, although our position might have been considered unfortunate, being between a car featuring a ventriloquist with an imitation Charlie McCarthy and a girls' band, we drew our share of the attention. As we drove the Bookmobile slowly down the street with both sides open revealing the shelves of books, we heard many comments and expressions of interest and surprise.

From the time when the Bookmobile made its first appearance outside our library headquarters, the public reaction to this innovation has been favorable. A year of experience has shown beyond any doubt that the Bookmobile is effective in its service and, more important to the taxpayer, it is economical. A great deal of community pride of possession has developed in this new library device and the County Supervisors have often been complimented on the expenditure. On the occasion of the twentieth anniversary of the establishment of the county library in Napa County the chairman of the Board of Supervisors stated in one of the local papers that he believed "the addition of the new Bookmobile service has been one of the most outstanding accomplishments of the library."

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

ANNIVERSARY CELEBRATION OF NATIONAL COUNCIL OF STATE SCHOOL BOARDS ASSOCIATIONS

Celebrating the first year of its existence, the newly-formed National Council of State School Boards Associations will hold a Luncheon Conference in the Surf Room of the Ambassador Hotel in Atlantic City at noon on February 24. Although the program is not yet complete, some of the speakers to be announced are Dr. Carroll R. Reid, President of the American Association of School Administrators; Dr. Alonzo Grace, State Commissioner of Education in Connecticut; Ira E. Garman, retiring president of the Illinois Association of School Boards; and others who have been interested in the movement which led to the formation of the Council at the convention of the A. A. S. A. last year in St. Louis. Guests will include members of the Council from various states, each of whom will be privileged to bring the superintendent of his school, and other guests.

There are more than twenty-five state associations of school-board members functioning in the United States, with several more in process of organization. Recognizing the value of united endeavor these organizations assume added importance in the present emergency. The National Council will serve as a clearing house for the various state associations, and to promote the friendship and cooperation of governing boards with other educational groups. Membership in the Council is limited to two official representatives from each State Association, but conferences are open to all school officials and interested persons. Mrs. I. E. Porter, President, will preside at the Atlantic City meetings, details of which are being arranged by W. A. Clifford, executive secretary of the New York School Boards Association and secretary of the National Council.

* * *

President Walter Fluke announces a meeting of the Executive Board of the L. A. County Trustees Association to be held at Downey Union High School on January 17. This will be a dinner meeting, and following the executive session all members of the unit will convene. Legislation is the chief topic for discussion.

Irvington School to Entertain Trustees

J. R. Silveria, Dr. E. M. Grimmer and John Oliveria, trustees of the Irvington School District in Alameda County, are busy making arrangements to entertain the Annual Trustees Institute in their new school cafeteria on February 10. The meeting will open at three o'clock, and dinner will be served at 6:30, with the County Trustees Association meeting immediately following the Institute session planned by County Superintendent E. E. Muller. Trustees look forward with pleasure to these annual meetings, as they are invariably interesting and stimulating, and well attended.

ONE-FOURTH OF THE NATION GOES TO SCHOOL

"Basic in all that America is and hopes to be, is its gigantic school system embracing nearly 125,000 school districts, maintaining over 266,000 separate schools and colleges, giving training to infants of two and oldsters of eighty, including in its roster of pupils and teachers a quarter of our entire population."

Vocational Education Convention

More than two thousand vocational education teachers and supervisors gathered in San Francisco in December in attendance at the 34th annual convention of the American Vocational Association. Noted among the groups were various school-board members, intent on learning trends in vocational education. As has been the case in other state and national educational conferences this year, the theme of the program was "National Defense," and excellent discussions were presented by speakers who all stressed the value of practical training for students interested in vocational work. Dr. George F. Zook, President of the American Council on Education, Mrs. William Kletzer, National President of the Parent-Teacher Association, and Dr. Walter F. Dexter were some of the speakers who were particularly insistent on the value of an expanded vocational program for secondary schools, with particular attention to practical training which would enable young people to make their own living upon completion of school work.

Huge Adult Program Sponsored in Bakersfield

As evidence of the value of carefully planned adult evening classes, the Board of Education at Kern County Union High School in Bakersfield reports through its Principal G. W. Garrard that several thousand persons have registered for work during the second semester. In addition to a variety of academic courses offered at each high school in the district, two other sections are served in more distant communities, and vocational courses are offered for several hundred young men at the Isabella C. C. C. camp. The Forum program is now in its third year, with increasing attendance. An unusual feature of this adult program is the service to organized groups. Classes have been arranged for the American Institute of Banking, the American Petroleum Institute, and the Police Department. The National Defense class, sponsored by state and federal governments, meets five times a week from 9:30 P. M. until 3:30 A. M. This six-hour class, together with regular day classes, a three-hour N. Y. A. class, and the evening school classes, keeps the machine shop in operation about eighteen hours per school day.

National Defense Program in Los Angeles County

During the summer months of 1940 representatives of the leading educational organizations met in Washington, D. C., and formed the National Coordinating Committee on Education and Defense. Through this medium representatives of public education will be available in Washington upon the call of the Federal Government. In Los Angeles County all secondary schools are cooperating in this movement by giving particular attention to vocational, health, and citizenship training.

San Francisco Schools Praised

It is not often that a large, or even a small, school district is conducted to the satisfaction of all groups, but the schools of San Francisco under the present administration, have been so honored in a report unanimously adopted and recently released by the Grand Jury. The report itself is a lengthy document, but the significant opening phrases are quoted below:

"It is our pleasure to state that not one complaint has been received against the educational program or management of the San Francisco schools. Your Educational Committee (of the Grand Jury)

visited public schools at five levels of the program, kindergarten, elementary, junior high, senior high and junior college, which include 3,000 teachers and 80,000 children." J. Harold Caulfield is president of the Board of Education, and Major J. P. Nourse is superintendent of schools.

J. J. Burke of Santa Rosa Honored

Friends of J. J. Burke, well known president of the Santa Rosa Board of Education, will rejoice in the honor which has recently been conferred upon him in naming the new Agricultural Unit of the Santa Rosa High School "Burke Hall." Santa Rosa schools are widely known for the exceptionally fine programs offered. The Agriculture Department was established in 1921, with one teacher. Today the student enrollment has passed the 120 mark and there are four full-time teachers employed. Always confident of the success of this department, Mr. Burke has worked unceasingly for its success. Sonoma County is rated as the tenth richest county in the nation from the standpoint of agricultural products, and is internationally known as the home and laboratory of the late Luther Burbank. Mr. Burke has been a member of the Board of Education since 1926, and has served for several years as president of the group.

Burke Hall is located on the school-owned forty-five-acre tract of land lying to the west of the Redwood Highway at the north city limits. It is a one-story structure of modern design, faced with brick veneer, and includes classrooms, laboratory, shop and forge room and other convenient rooms and offices. Its cost was in the neighborhood of $42,000.

1940 Yearbook Available

Announcement is made that the 1940 Yearbook of the Association will be off the press and ready for distribution the 15th of January. This edition contains reports of the San Diego convention, many articles of interest to school-board members, and is written to be used as a text by school trustees. It is for free distribution upon application to the secretary, Mrs. I. E. Porter.

Important Legislative Committee Meeting

An all-day meeting at the Senator Hotel in Sacramento is scheduled for the C. S. T. A. Board of Directors, the State Legislative Committee, and presidents of various county units, on January 22. Opening at ten o'clock in the morning, an executive session will continue until noon, when members will adjourn to attend sessions of the legislature during the afternoon. Visits to the State Department of Education and the State Division of Architecture are also planned for the afternoon. At 6:30 they will reassemble for dinner, at which time each member will have legislators from his county as dinner guests. During the dinner hour there will be informal discussion of legislative proposals introduced during the first session.

ATTORNEY GENERAL'S OPINIONS

Purchase of Workmen's Compensation Insurance by School Districts—

The governing board of a school district is not authorized to purchase workmen's compensation insurance for other than employees of the district (citing Labor Code section 3300 and Insurance Code section 11970). It is incumbent upon the governing board of a school district to ascertain, if necessary, through its legal adviser, in contracting for work to be done or services rendered, whether the other party or parties to the contract are legally employees of the district or independent contractors.

As a precautionary measure governing boards of school districts should, when workmen's compensation insurance is to be secured, require that an independent contractor be not permitted to proceed with the execution of the contract until a certificate indicating that he carries such insurance is filed in the manner prescribed by the rules of the State Compensation Insurance Fund, and that where the contract indicates that the workmen are employees of the district, that the governing board purchase the necessary insurance. (A. G. O. NS3122, December 7, 1940.)

Traveling Expenses of Members of Governing Boards of School Districts—

The governing board of a school district coming within the provisions of School Code section 2.982 may designate one of its members as a representative of the board for the purpose of performing services directed by the board may pay his travel expenses incurred in connection with such services where such services are outside the scope of the ordinary duties of his office (citing A. G. O. 6376). (A. G. O. NS3084, November 19, 1940.)

The Ventura County Association will hold a meeting in Ventura on January 27. A general round-table discussion is planned, with Mrs. I. E. Porter as leader, and reports of legislative activities in Sacramento will be presented and studied.

Tulare County Trustees Make Survey

The members of the Tulare County Trustees Association are engaged in making a Vocational Instruction and Counseling survey to determine present facilities in these branches of education. Upon completion of the survey which is being made by the Executive Board, a committee of nine appointed by the Board, representatives from the Principals' Association, and the Parent-Teacher Association, study will be given to plans for increased assistance to young people in the selection of proper vocations and professions.

The Tulare County Association, under the leadership of President Irvin H. Althouse, is also sponsoring investigations in comprehensive group liability insurance and has announced a meeting for January.

Fiscal Year October 1-September 30
Dues Now Payable to California School Trustees Association

Mrs. I. E. Porter, Executive Secretary,
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Annual dues for individual school districts designated as follows:

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Book Reviews

From Scott, Foresman and Company

TEN COMMUNITIES by Paul R. Hanna, I. James Quillen, and Gladys L. Potter. Price, $1.16. The special significance of this book by three outstanding California educators is that it represents the "total" approach as opposed to the departmental approach to the social studies. For this reason the publishers thought it should be reviewed from the combined vantage point of geography, history, and educational method in order to obtain a balanced view of its scope and worth. Accordingly three distinguished educators were selected to express their opinions of its qualities. All of them found the book remarkable. Hollis L. Caswell, Director, Division of Instruction, Teachers College, Columbia University, wrote: "The organization of the book fosters an organic view of American life. A major problem in social studies in elementary school has been to give children a view of society as dynamic, growing, and highly interdependent. The tendency is to organize facts, generalizations, and events in terms of some logical principle. The result is a piecemeal and unrealistic view of social processes and inter-relationships. This book employs more nearly the approach of cultural anthropology, undertaking to show social groups as they function, with all their inter-relationships and their dependence on the natural environment. The community is logically considered the dominant social unit in a functional approach to social processes. Ten communities are selected to give a view of major types of development in American life. The development and functioning of each community are pictured, and the commercial, political, and social connection with other parts of the nation and world are stressed. A second characteristic of importance is the emphasis throughout the book on the development by each group of children of independently selected activities which deal with their own communities."

George T. Renner, Professor of Geography in Education, Teachers College, Columbia University, wrote: "The book is so well organized and written that it is good literature as well as good elementary social science. It strikes me as a pretty good demonstration of what can be accomplished by exploring into the possibilities of new selections, organizations, and orientations of subject-matter. Certainly the result attained by these three authors is to create learning outcomes in history, geography, economics, and civics without making use of stilted subject-matter selections which are all too commonly used in these several subjects when taught separately."

Oscar O. Winther, Department of History, Indiana University, wrote: "This book is in its field a work of art. Combining as it does the various disciplines of the social studies, it measures up to the best definition of history . . . It is something new and constructive in the social studies for youngsters from the fourth grade up. It will provide, if the teacher does her part, an effective clue and guide to the study of one's own local community, however big or little it may be."

To these expert opinions we can only add our own loud echo. We found this a fascinatingly fresh treatment of social studies materials, and believe teachers everywhere are going to be delighted with the results achieved through its use.

From Ginn and Company

SCIENCE FOR THE ELEMENTARY-SCHOOL TEACHER, by Gerald S. Craig. Price, $3.00. Thorough, simple, practical, this book covers the whole broad field of science and is so organized that the teacher with or without previous experience in science may begin teaching science immediately. Presenting basic principles, it provides the background needed for explaining natural phenomena at an elementary level. Abundant activities are provided in connection with science topics. A suggested course of study for elementary science is included. This presents a logical sequence of learning elements, cumulatively developed and conveniently classified under three headings (Lower Primary, Primary and Intermediate). Helpful cross references correlate it with the content and activities material. The book is valuable both in planning science instruction and as a reference book for the many questions arising from classroom situations. There are more than 200 photographs and drawings.

ALFRED LUNT AND LYNNE FONTANNE AT CURRAN

It is big news to teachers and everyone else that Alfred Lunt and Lynne Fontanne are coming to the Curran Theater February 11, in *There Shall Be No Night*. Tickets for the play go on sale January 28. Not yet definitely settled, but an exciting possibility, is that Ruth Chatterton will appear at the Curran in *Pygmalion* beginning February 24.

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In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3

Western School News, Morris Wagner 5

A Negro Administrator Reviews His Work, Arthur E. Prince 8

The Study of Radio, William H. Allen 10

Library News, Mabel R. Gillis 12

California School Trustees, Florence C. Porter 14

Book Reviews 16

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Jottings of a Traveling Bookman

By W. M. CULP

The start of the second semester finds a sameness of problems in most of the public school systems in the country. In centers where munitions or airplanes are being made, or army camps being erected, problems of increased enrollments are taxing the educational authorities. Some large cities continue their drop in enrollments, over 25,000 being the decrease in the New York City schools alone. In spite of the industrial upswing on account of war industry activity, school people are feeling increased pressure toward the lowering of next year's budgets. Some slight decrease in relief and W. P. A. allotments is noted, but not in proportion to the economic upswing. All of this has a depressing effect upon the maintenance of school budgets. Throughout the country educators are continuing their stress upon vocational education. This undoubtedly will have its effect upon the trained man-power of the country within the year. It is becoming evident that a great deal of this industrial training will be done on the job itself, with unskilled men working with skilled until they themselves become sufficiently skilled to work on their own. Along with this vocational drive voices still are speaking out toward a revival of classical education. Educators are stating that we are supposedly arming for the protection of a democratic way of life, yet our education en masse does not inculcate an appreciation or an understanding of what democracy really is. We find the schools trying to arm and educate for democracy at the same time.

Religion and manners have always in the past been considered the proper work of parents in home-training. These last several decades have seen a decided fall in both religious instruction and in the inculcation of good breeding. This is more evident to the general eye in most metropolitan centers, where masses of people of different nationalities continue to war with each other. As usual the school is called upon to take up the slack. The last legislature in New York State passed a law permitting school children to be released an hour a week during school time for religious instruction under the direction of instructors of a denomination of their own or parents' choice. After a delay of about a year the New York City Board of Education is allowing pupils in certain sections of the city to avail themselves of this privilege. There was almost as much objection to permitting this release from school as desire for it from persons appearing before the Board of Education.

Further, a definite program of good manners and good "American speech," not to be confused with "Lord Chesterfield affectations," is favored by Associate Superintendent Elias Lieberman as a feature of the public school system of New York City. Dr. Lieberman declared subway crudities and the many sectional and racial differences of the nation's 130,000,000 people illustrated the great need for improvement in manners and speech. He said, "We have developed a wrong attitude toward people through a misconception of the word 'liberty.' As a result, in a metropolitan city, you will find very little courtesy or consideration of other people. The subway is a marvelous example of the wrong way. I feel that the schools should support religious leaders and homes in building up this consideration for others. I would have a definite program laid down for good manners, not excessive in interpretation but typical of a good understanding of others' rights. Our lives would be much brighter, and I think our young people would be willing to receive this training, if it is not given too much trumpeting. There is a better prospect of this becoming a 'unified country,' if a cultured American speech recognizable from one end of the country to the other is developed." Dr. Lieberman is seeking to develop a program for junior high schools that will be adequate in this respect in New York City.

Speed-up in education is with us. The twenty-four hour use of the educational plants for training vocational workers is already in effect in New York City. Machine shop classes in one industrial school run all night with the second shift coming to work around 11:00 P. M. and working through till morning. Many of these students hold day-time jobs. This has brought up the need of a long-term program of vocational training as advocated by Layton S. Hawkins, chief of the Trade and Industrial Educational Service of the United States Office of Education. Mr. Hawkins believes that the defense crisis is not a matter of a year or perhaps of even five or ten years. He declares we have constantly to be prepared. The sword of Damocles is over our heads. If we go to sleep we are going to have a sorry awakening. He advocated that schools should be used twenty-four hours a day—as operative as industry—and urged that every major city have some one working full time to make its vocational advisory committee efficient. Mr. Hawkins announced that there were now 300,000 persons in the vocational education defense program and that 250 schools already were operating either part or all of the night.

Yonkers, New York, located some fifteen miles up the Hudson River Parkway from New York City, situated on the bluffs that overlook the Hudson River, with 140,000 inhabitants, has since the recent days of 1929 been more or less economically distressed. Due to the depression and the stoppage of huge rug factories that closed up in Yonkers, both municipal and school finances have been in a bad way. How to support an educational system that had been developed to a superlative degree was the problem. In July, 1937, Dr. W. W. Ankenbrand was called to the school superintendency of Yonkers. During the past three and a half years he

has shown himself a trouble-shooter of ability. When Dr. Ankenbrand assumed office 5,000 children were on a part-time program and there was a new building program of $450,000 proposed. Dr. Ankenbrand abandoned the building program and through a reorganization and remodeling of existing school facilities he housed all of the children of the city in regular classes at a cost of less than half a million dollars. During the same period 100 teaching positions were eliminated from the city school roster with no lessening of the educational program. Among increased educational advantages was the starting of vocational education for girls by the formation of a Vocational High School for Girls. Special services were increased in such fields as lip-reading, services for handicapped children, library service, speech correction, and inter-school messenger service; elementary art service was increased 50 per cent; nurses' service was increased 50 per cent; school cafeterias were increased 30 per cent and put under civil service. The superintendent's salary was increased from $9,000 to $11,000 per year. The Board of Education was reorganized; instead of having seventeen committees carrying out the work of the Board, the superintendent was made the executive officer of the Board to carry on the work of the school system as its administrative head. Curriculum revision was made in the junior high schools and a new curriculum was developed in the high school of commerce. The work in vocational education was increased and put on a high school level. In addition a N. Y. A. vocational school has been opened and a building is being fixed for use of students in aeronautical defense. Perhaps, the best move of recent date was the purchase of the Yonkers Elks Building by the Board of Education this last year and the occupancy of this new structure as a new central administrative building this past January. The building located at 138 South Broadway was purchased for $64,000. It would cost around $140,000 to duplicate the edifice; $5,000 was spent on the renovation of the building for administrative purposes. The Elks owed the city $48,000 in back taxes. The school district is remunerating the city at a rental of $5,000 per year. All school departments except that of adult education are housed in this new administration building. The head office is now manned by a corps of forty-seven persons. The salary schedule of the Yonkers teachers is one of the best in the New York area. Owing to the times the teachers are remitting ten per cent of their salary to the city in order to keep the budget balanced. They have accepted this procedure rather than a salary reduction in order to keep their retirement quotas intact.

Fall River, Massachusetts, for years was noted as being the greatest cotton manufacturing center in the United States. It was stated that it had more spindles in operation than any other area in the country. That period has passed but it still is one of the greatest manufacturing towns of fine cottons of any city in the United States. A city of over 115,000 persons, its industries are becoming more varied and the city's schools under Superintendent Hector H. Belisle are alive to the situation. Progressive education, especially, in the elementary schools under the leadership of supervisors Miss Margaret G. Lynch and Miss Mabel L. Stuart, has made great strides. In order to make this more apparent to the citizens of the city there was published this last year a pictorial magazine of eight pages of the activities carried out in the Fall River Schools. These photographs published on eight magazine sheets, 11 by 17 inches, give a composite picture of the various things carried out in daily work from kindergarten through the twelfth year such as the different approaches to reading, mathematics, and the social studies. Writing, work done in health and safety, home nursing and the domestic arts, getting acquainted with community life, science, graphic arts, shops, are all told by pictures which give a very pleasing picture of the vital activities carried on in the Fall River Schools.

The United States of America has always been likened to a growing dynamic force. It brings one up with a rude shock to find that in the past decade our growth in great part has been checked and that the problem of a static middle age is upon us. The cutting off of foreign emigration and the lowering of the birth rate have brought problems to most of our large eastern cities that never before were upon their doorstep. Problems of the past, especially in education, have been how to keep up with the housing of the thousands of new pupils clamoring to get into the schools. Now the question is what to do with unfilled classrooms and a top-heavy teacher load. New York City in its immensity epitomizes the problem that is upon many educational administrations. The big city is now losing students at a rate of 35,000 annually. The high water mark in New York City was in 1935 with 1,121,084 children attending the regular schools. This February 3rd the estimated enrollment is 1,025,350, a drop of 95,734 pupils in the last six years. At present the elementary registration is the lowest it has ever been, standing at 592,850. This is a drop of 280,411 from its record mark of 873,261 in 1927. Each year for more than a decade the registration in the grade schools has dipped steadily downward, nor is the end yet in sight. In fact, the estimated enrollment in this division for March 1942 is 564,180, a drop of 28,670 from the registration for the spring term. This will mean that in fifteen years the New York City elementary grades will have lost 309,081 children—more than most school systems in the entire country possess. Until about a year ago the declining population enabled school officials to cut class size. Oversized classes were eliminated to a large extent and the average size dropped from something over thirty-seven to less than thirty-four. A year and a half ago, when the economy drive began, the elementary grades were hit the hardest. A total of 1,415 classes have been consolidated and the teachers assigned to other positions in the system. Last fall 600 classes were dropped, and for this new term another 125 are slated to disappear. Even more significant is the trend in the senior academic high schools. Until a year ago this division shot sky-high, as the compulsory attendance age was raised to 17. While last spring 253,676 students attended secondary school, the estimated figure for this year is 243,000—a loss of 10,676. For March 31, 1942, the enrollment is estimated at 231,500, making a drop of 22,176 in two years. Only the vocational schools have showed an upward trend. At present 59,500 boys and girls attend the vocational schools against 7,649 a decade ago. This trend of lesser enrollment has brought the acquisition of new teaching blood into the New York City schools almost to a standstill. The decrease of classes of late has almost been balanced by death, retirement, and by leaves of absence. It is believed the time is soon coming when the natural decrease will be less than the drop in enrollments. When that time comes teachers will have to be dropped from the roster. One feature of this decline of enrollment is that it has given the teacher opportunity for more individualized instruction and in that case the pupils should have benefited.

Western School News

Edited by MORRIS WAGNER

CONFERENCE OF ELEMENTARY PRINCIPALS IN OAKLAND

Approximately one hundred and fifty attended the Regional Conference of Elementary School Principals and District Superintendents called by the State Department of Education in cooperation with California Elementary School Principals Association, Bay Section, at Hotel Oakland, February 8. Greetings were extended by both the county and city superintendents of schools, Edgar E. Muller and William F. Ewing. Francis L. Drag, Assistant Chief, Division of Elementary Education, presided at the morning session at which I. James Quillen, Stanford University, and Dr. Bernice Baxter, Oakland Coordinator of Instruction, were the speakers. Dr. Quillen talked on "The Principal and his Community Relations," and Dr. Baxter discussed "Curriculum Trends in Oakland Schools."

Dr. Quillen stressed that the principal should endeavor to bring the community into school planning, especially when changing the curriculum. The community should be asked to make suggestions and contributions. They should be invited into the classroom, and at the same time pupils should be sent out into the community by way of programs and demonstrations of various sorts so that the public may be able to see the results of the educational program. All school leaders must try really to understand the community and to have some form of sampling of public opinion.

A challenge to the principal, said Dr. Baxter, is the job of interpreting the school program to teachers. The principal is also the responsible person between the parent and teacher. Dr. Baxter described the classification groups which are now being tried in two Oakland schools in order to segregate the youngsters of college caliber, making possible the highest development of their abilities. She suggested that classification groups all the way from the kindergarten through the high school might be desirable, in order to provide for steady continuous development of children with varying abilities.

Carrie Daly, president of Bay Section, presided at the business and luncheon meetings. She introduced the main speaker of the day, Helen Heffernan, who gave a positive and emphatic answer to the question "Can Education Meet the Challenge of the Present Day?" The democracy which America must assume the responsibility for preserving has three aspects, Miss Heffernan said: military, economic, and moral, the last falling into the realm of the school's role. The school must provide for sounder social understanding since American democracy is threatened as much by the problems within as those outside the nation. Teachers must direct the attention of American youth to the necessity for conserving the nation's human, as well as its natural, resources.

Under present world conditions, Miss Heffernan said, children can not escape the same feeling of tenseness which their parents have, yet children have much less experience to bring to bear for understanding of these conditions. It is up to teachers, then, to establish a feeling of security in the classroom which will make everyone feel that he belongs. This is the work of a real artist. Teachers should also be watchful to preserve in the program of education all those practices which are designed to make children spiritually richer, and more aware of beauty in the things which make life worth living.

At this meeting the principals were addressed by their president, Alton Scott, who said that 1800 are expected at the State Convention to be held in San Francisco, April 6, and by Fred Zimmerman, past president of the Association, who described the growth in membership and the wonderful work that has been done in the Department of Elementary School Principals of the National Education Association.

Miss Sarah Young described plans for the 1941 Yearbook which is entitled "Elementary Curriculum, its Facilities and Environment." It will contain articles and plans for buildings and rooms by leaders in elementary education. Miss Young said since there is always a call for previous Yearbooks, a supply of the following is kept on hand and any one may be ordered for one dollar: 1938, Guidance in the Elementary Schools; 1939, Elementary Principal as Supervisor in the Modern School; and 1940, Children's Interests at the Elementary Level.

BAY SECTION SUPERVISORS MEET IN SAN FRANCISCO

Joining with the Bay Section, California School Supervisors Association, at their meeting held in San Francisco, January 18, was Pi Lambda Theta Alumnae Chapter for northern California, of which Mrs. Edith Hafer, High School of Commerce, San Francisco, is president. Luncheon was served at the Western Women's Club and about one hundred members from the two organizations were present. Miss Elsie Toles, Associate Professor, Department of Education and Teacher Training, San Jose State College, presided. Since the Executive Committee of C. S. S. A. was meeting in Oakland, the members and president, Miss Gretchen Wulfing, were able to attend also.

The meeting was part of the year's program planned for the Bay Section of C. S. S. A. on the theme, Facing the Future. In recognition of the tremendous situation education is now facing, this particular meeting was planned with the idea of taking stock, not only of long term objectives, but of present practices which might contribute to achievement. The Association feels the need for clarifying thinking, and checking on practices in order to be ready to meet adequately the responsibilities supervisors are now facing.

Miss Helen Heffernan was guest of honor and speaker and gave a deeply thoughtful and inspiring talk on "What Practices in Education are Defensible in a Crisis?" Miss Heffernan took a positive and constructive view. She emphasized the need for conservation of the social, as well as physical resources of the community. At the close of her talk the meeting was thrown open for discussion, and a lively response from all sections of the group indicated the vitality of interest. So successful was the experiment of the joint meeting between Pi Lambda Theta and Bay Section, C. S. S. A., that a number of people have suggested that it be made an annual affair.

SUPERINTENDENT EDGAR E. MULLER, writing in the Alameda *Superintendent's Bulletin*, expresses the hope that a representative group of western superintendents will go to the convention of the American Association of School Administrators in Atlantic City February 22-27 in order that strong support may be given to the effort to bring the 1942 convention to San Francisco.

NEW MILLBRAE SCHOOL IS COMMUNITY CENTER

Earl R. Kuhn, District Superintendent of Millbrae Schools, is in charge of one of the most modern schools on the peninsula, the $236,000 new intermediate school that Millbrae dedicated little more than a year ago. Charm of the old California missions is combined with twentieth century progressiveness and efficiency in this latest addition to the county school system. Moreover, the school is constructed with a view to the future needs of the community which it will serve, not only for education, but as a community recreation center.

The school was constructed with $106,000 in Public Works Administration funds and a $130,000 Millbrae School District bond issue. It is estimated to be one of the safest places on the peninsula in the event of an earthquake. Evidence of the earthquake-proofing is in the reinforced concrete ceiling of the corridors.

Surmounting the school is a tower that might well have graced one of the old California missions and is actually a replica of a church tower in Mexico. The tower is crowned by a gaily colored cupola that sets off the bright red of the tile roof and the spotless white of the walls. The eight classrooms are all airy and well lighted, not only through ample windows that look out on beautifully landscaped gardens, but through indirect lighting that is the very latest in illumination methods. Besides the classrooms, there is a large playroom for recreation purposes in bad weather, a library, nurse's room, teachers' "apartment," school board room, cafeteria and kitchen. All classrooms are connected by a public address system with the office of District School Superintendent Earl Kuhn through an RCA system that is used not only for communication but for transmission to students of phonograph records and educational radio programs. The combination radio-phonograph-telephone public address system is two-way in function so that it transmits not only the voice of an announcer to the classrooms but inversely makes it possible for what is going on in any of the classrooms to be heard in the superintendent's office.

The school auditorium, which will serve the community as well, seats 800, has a well-equipped stage and dressing rooms, as well as facilities for showing of motion pictures. The main floor seats are movable and can be stored under the stage when dances are being held.

Millbrae Highlands is one of the fastest growing communities in San Mateo County. Superintendent Kuhn writes: "The desire of city people to move down the peninsula to less thickly populated centers has contributed greatly to its development. It is a residential community, not a business center—composed largely of commuters, parents who want their children to have more sunshine, better climate, greater playground facilities. From approximately 2,500 in 1932, Millbrae's population has grown to about 5,000 in 1941. The number of students in Millbrae schools in 1932 was 140; in 1941 it is 325. The number of students in Millbrae Elementary School District (Millbrae and Lomita Park) was 320 in 1932; it is now 500.

"The Millbrae Recreational Park, comprising seven acres adjacent to the Millbrae Intermediate School, is being utilized by the school's physical education activities. On its three terraces are: a baseball diamond, football field, soccer field, tennis courts in process of development, club house, barbecue pit, open air theater. We have vacation supervision as well as after-school supervision, and Saturday afternoon supervision under the W. P. A.

"Community organizations, such as the Y. M. C. A., Boy Scouts, Girl Scouts, Brownies, American Legion, Lion's Club, Masonic Club, P. T. A., church organizations, also the Millbrae Community Players, an incorporated dramatic group, are all very active in Millbrae."

TULARE ADULT WEEK-END SCHOOL

Under the direction of W. B. Knokey, Principal of the Tulare Union High School, an Adult Week-end School has been carried on in Tulare for twelve successful years. It began in 1928, and started its thirteenth annual session in January of this year. Mr. Knokey and his associate director, Flora G. Wilder, have secured for this session some excellent speakers on varied subjects. It is interesting to note that institute credit is given to teachers attending the lectures. Some of the subjects under discussion deal with the world situation. Dr. John Brown Mason, Fresno State College, lectures on "What a Nazi Victory Would Mean to Europe," "What United States Can Learn from France and Britain," "Why Conscription," and "Uncle Sam Looks South of the Border." Dr. E. Guy Talbott, Pacific Coast Representative of the Committee to Defend America by Aiding the Allies, who is a member of the American Academy of Political Science, Institute of Pacific Relations, Pan-Pacific Union, and other important groups, speaks on American-Japanese relations. Dr. C. Ray Hansen, former member of President Hoover's Crime Commission, talks on "Fifth Column at Work in America." Dr. Edwin A. Lee, Dean of the School of Education, U. C. L. A., talks on "Education for Work in Modern America." Dr. Walter Dexter, California State Superintendent of Public Instruction, talks on "Education Looks Ahead."

One interesting feature of this Adult Week-end School is the fact that it is a cooperative undertaking and is open to the community. Dinner is served in the cafeteria at cost price. The announcement says, "Bring the family and spend the whole evening."

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Two dollars and fifty cents a year

NEWS NOTES

HUBERTEEN KUENEMAN, Director of Elementary Education, Santa Ana City Schools, has been instrumental in arousing the interest of Santa Ana and Orange County teachers in the problems of remedial reading. "It *is* a remedial process," Miss Kueneman says, in discussing problems of retarded readers and the various nomenclature used in referring to this field. "Why give it a fancy name?" The results of studies in remedial reading made by teachers show the necessity for preventing bad reading habits, so the emphasis in the Santa Ana system is placed on the preventive side. Each classroom teacher is freed at stated periods in order that she may devote time to creative instruction and preventive instruction.

Miss Kueneman, although a supervisor of general subjects, has found her special interest in reading. As an outgrowth of her interests and studies she has been giving extension courses in the teaching of remedial reading for the University of California. Teachers from Orange County towns and rural areas attend the courses. Santa Ana and Orange County teachers have become so much interested that many of them have taken additional courses during the summer from Dr. Marion Monroe, Dr. Paul Witty, and Dr. Peter Spenser at Claremont. Within the last three years 99 of the 121 teachers in Santa Ana elementary schools have taken special courses in remedial reading.

Miss Kueneman will be a visiting instructor at the summer session of Whittier College, Whittier, California, this summer. She has been scheduled for three courses: Curriculum and Methods of Primary Grades, Elementary Curriculum and Method, and Remedial Reading and Spelling. She is on the staff of the Extension Division of the University of California.

THE RETIRED TEACHERS' ASSOCIATION of San Francisco is an active organization. At their meeting on February 11 Ralph R. Nelson, Actuary of the California State Teachers' Retirement System, addressed the meeting. A bill to amend the State Teachers' Retirement Law which has been introduced in the 1941 Legislature, was discussed. Miss Frances Mooney, formerly principal of the Hawthorne School, is Secretary-Treasurer, and Miss Margaret L. Dunn, formerly principal of the Sanchez School, is a member of the Board of Directors. Miss Ada Goldsmith, previously a teacher at Mission High School is the retiring president and Mrs. Marjorie Stuart who was principal of Jefferson School is president.

LIVE AND UP-TO-DATE INSTITUTES now include for credit such interesting meetings as that held in Oakland, February 12, on "Education and the Defense of Democracy," with Dr. Eugene Hilton and Dr. Rex Turner of Oakland participating in a dinner discussion of the subject. Dr. J. Paul Leonard of Stanford University led the discussion. Other participants were Jess R. Overturf of Palo Alto, William G. Paden of Alameda, and Alton Scott of Livermore.

"THE RESPONSIBILITY OF AMERICAN CITIZENSHIP" is the theme this year of the statewide high school public speaking contest of the California Bankers' Association. Students will be offered a variety of closely related topics from which to select their specific subjects. Entries will close on March 8. The theme chosen for 1941 is especially significant in view of the increased emphasis upon citizenship and the ideals of American democracy. All high schools should be interested in this competition, and are assured that the Association will make every effort to cooperate with them in conducting the contest efficiently without any interference with regular school events.

THE HIGH SCHOOL BULLETIN issued by the Administrative Department of the Monrovia-Arcadia-Duarte High School reports:

"At the December meeting of the high school board, the superintendent was asked to present suggestions for the construction of additional classrooms. He was also authorized to file an application for federal aid in the form of W. P. A. labor, which if available, will enable the board to carry on the building program without a bond issue.

"In 1928, when plans for the local high school were under consideration, it was thought advisable to provide facilities to accommodate 1,000 students with the understanding that additional buildings would be added to keep pace with the increasing enrollment. It was the thought of the Survey Committee at that time that the high school district would eventually adopt the 6-3-3 plan with one junior high school in Monrovia and one in Arcadia, in which case the present plant would have ample facilities to accommodate the tenth, eleventh, and twelfth grades.

"The proposed building plans, if carried out, will postpone for several years any move in the direction of the junior high school program. Immediate steps must be taken, however, to provide more classrooms to take care of the continually increasing enrollment, which during the past eleven years has grown from 1,000 to 1,500. At present the ends of upstairs halls have been cut off to provide extra classrooms. Another class is meeting in the room off the bus garage, and a partition has been built in the cafeteria in order to provide classroom space. Even with these additions it was found necessary this year to lengthen the school day and add another period to the schedule.

"The completion of the new shop building has relieved the pressure on the mechanic arts department, however, no provision has been made to take care of additional classes in English, science, mathematics, language, commerce, and social studies."

"PYGMALION" OPENS AT THE CURRAN THEATER

Ruth Chatterton, famed stage and motion picture star, returns to San Francisco after an absence of many years to play the leading role in George Bernard Shaw's brilliant comedy, *Pygmalion*, opening at the Curran Theater, February 24, for a run of two weeks.

Miss Chatterton will appear as Eliza Doolittle, the little Cockney flower girl who plies her trade under the arch of Covent Garden in pre-bombed London. The plot relates how Eliza is turned into a grand lady by Professor Henry Higgins, who is an expert on phonetics. The professor succeeds so well in teaching Eliza proper speech and deportment that he is able to pass her off as a duchess at a reception given in Buckingham Palace. The one hitch in the situation is that the flower girl falls in love with the professor and complications ensue. Miss Chatterton's supporting cast is headed by Barry Thomson and Dennis Hoey. Mr. Thomson last appeared in San Francisco with the Lunts in *Idiot's Delight*, and *Amphitryon* 38.

A Negro Administrator Reviews His Work

By ARTHUR E. PRINCE
Principal, Washington Elementary School, El Centro

Negro History Week has attained nation-wide recognition as a celebration the second week of February. This year it was observed February 9-16 in most of the schools of the country. It is timely as well as interesting therefore to present this realistic survey by a Negro administrator of the work which is being done in his school. Mr. Prince is an educator of unusual ability and wide experience, and his straightforward analysis of the problems he has met and the solutions he has found will undoubtedly suggest new methods and approaches to others in the field of Negro education.

The Washington Elementary School located in the heart of the great Imperial Valley in the city of El Centro, California, the county seat of Imperial County, is one of the few schools of California with an administration and teaching staff which is entirely Negro, with one exception.

At present the school is an eleven-room building with a peak enrollment of 472 pupils. It is located in the heart of the Negro and Mexican settlement, and the student body is composed principally of these two racial groups. The homes from which these boys and girls come are those of the common laborers of both groups. Of the two groups the Negro is the more permanent; the Mexican families are quite transient, residing here for about seven months of the school year. They usually come during the late fall and remain for the rest of the school period. The balance of the calendar year is spent in the fruit areas of the Fresno County district. Because of the poor economic conditions in the homes of these students, the school finds itself assuming many social as well as educational problems.

Besides the Negro and Mexican children, our school enrolls two Chinese boys, a few Hindus and Portuguese, some Filipinos and one or two Hawaiians. The two Chinese boys are children of men in the grocery business and have just recently come from China, having attended about six years of elementary school. They are very studious and quickly learn to read. They are courteous and adjust themselves to their classmates very well.

The Hindu and Portuguese students are of mixed stock. Their mothers usually are Mexican and they therefore have many Mexican characteristics. The Filipinos are likewise children of mixed stock; their mothers are usually white, Mexican or Negro. I find very little difference between them and the other children; some of them are bright and some are slow. They seem to adjust themselves very readily to the other groups. Some of the parents of these children, however, are very well educated and are quite interested in the welfare of their children. The parents of the Portuguese children are old residents of this area, having come here as early as 1910. These families are usually engaged in some phase of the dairying business. This is true also of the Hindu families.

The education of these racial groups has been an interesting task but by no means an easy one. There are two reasons why this job has been quite difficult. First, the Negro school teacher is a new worker in the field of public service. He has therefore been looked upon by members of his own group with some feeling of doubt, and he has found himself with the task of selling his worth to his own people. This is due to the fact that in so many of the localities from which Negroes have migrated in this country, he has been forced into ill-equipped, under-staffed schools with a school year just about two-thirds as long as our present one. He therefore feels that when he accepts the segregated school set-up here, the school will not be treated in the same manner as the other schools in the district. The Negro teacher in El Centro has met this problem partially by giving the very best in him for the welfare of the boys and girls of Negro parents, by taking an active interest in the out-of-school life of the community, in the religious and fraternal work, in the club social life of these people, and also by furnishing leadership in such character-building organizations as the Boy Scouts and Girl Reserves. The result of this effort on the part of the teacher has been a better understanding between the teacher and his work and the parents. The school now boasts of an active Parent-Teacher organization which has aided greatly in school and community relationships.

The second problem of the Negro teacher has been to sell his ability as a teacher to the other racial groups. I shall discuss the Mexican people inasmuch as they make up the other large racial group. These people have felt that their children should not be taught by Negro teachers. They have given such reasons as that their children did not learn anything and were molested by Negro children in and out of school.

We have attempted to meet this problem by taking an interest in individual children of Mexican parents. Their problems of health, of nourishment, of clothing have all been assumed by the school. General health inspections are given each child throughout the school year by the teachers and school nurse with statements sent home on the findings of these inspections. When the parents cannot meet the costs of correcting these physical defects, some way is found by the nurse to care for the children. If it is a question of an eye defect and a child needs glasses, arrangement is made whereby the parent can meet the cost through installment payments made through the school. If it is lack of proper nourishment, then the child is given free lunches until such time as the parent can properly feed him. If it is clothes, the parent may make his needs known through a visit to the school and the child is sold clothes at the School Children's Clothes Closet. If it is a bone infection, arrangement is made for the child to be taken to the orthopoedic hospital in Los Angeles. The school has made these pupils feel that they belong and are important cogs in the operation of the school. In matters of self-government, the Mexican boys and girls have shared alike with the others. In plays, musicals, and athletic events they have been given every opportunity to participate. In other words, the teachers have attempted to make these children feel that the school is a public neighborhood school and not operated for any particular racial group. An opportunity for self-expression and creative work has always been encouraged among all pupils, and of course the Mexican child has found an opportunity to express the art in which he is so gifted. The teachers have visited the homes of Mexican parents, showing them that the school is particularly interested in the welfare of their children. These efforts on the part of the teachers of the school have gone a long way in helping to bridge the gap which was quite wide a while ago. Many of the parents of the Mexican boys and girls are faithful workers in our Parent-teacher organization and are always willing to do their share in whatever undertaking the program calls for. The problem is not by any means completely solved, but I do feel that considerable progress has been made. The teachers have shown a keen interest in the academic life of children who have a definite language handicap. Remedial classes in reading and lan-

guage are conducted to aid those in need.

Another reason why the job of educating has been a bit difficult is because of the attitude of others toward our school. Many boys and girls from neighboring school districts have frankly admitted that they were advised not to attend our school unless they had to. These boys and girls have expressed surprise when they saw the friendly attitude of the students in our school and the interest the teachers showed in their welfare. Some have regarded ours as a sort of corrective school. But this attitude has made us all the more determined to make the school the very opposite. We find that our pupils are just boys and girls like other boys and girls in the typical American public school. We have good children and bad ones, bright ones and dull ones. We have the poor little youngsters who come underclothed, undernourished and generally underprivileged, but we have found that all they need is a chance.

We are seeking to meet the problem of the Mexican patrons of the school by employing a Mexican teacher, a young man well qualified to help in such a situation.

Our teaching staff is made up largely of men and women graduates of some of our largest and best California universities, including the University of Southern California, University of California at Berkeley and Los Angeles, Whittier, Redlands, and San Francisco State Teachers College. Some of them hold special credentials in music, drama, and speech. Two have Master's degrees in Education. All hold General Elementary Credentials, and two have General Secondary Credentials. They receive the same pay as do the other teachers in the system. There are no white teachers in the building except when special supervisors are on their regular visits. Quite frequently a white substitute teacher is called in for an emergency.

In making a comparison of our pupils with whites, I believe that if every phase of the two groups were equal, the comparison would be quite favorable. Our boys and girls are from homes of limited background with limited economic and social home conditions. Yet, we have in our school some pupils who could measure up in any school situation. The Mexican pupils are handicapped with the language difficulty which would prevent a favorable comparison between them and whites. Many pupils from our school have made good in other schools.

I believe the Negro parent is more interested in his child continuing in school than the Mexican parent. The Negro parent sees opportunity, if not in local environment, in some other locality where large numbers of his group live. The Mexican, however, doesn't seem to feel that there is much in the way of opportunity for his children and therefore discourages them from continuing in school. Or, he feels that his children, as soon as it is legal, must aid him in making a living for the family. This is not true of the entire group but of a substantial number.

Our school building and equipment is in keeping with the policy of the district superintendent, Guy A. Weakley, who is a very broad-minded educator, and with that of the local school trustees. It has always been their policy that each of the elementary buildings share alike in school facilities. The same attitude is maintained for school materials, books, and supplies. Our teachers sit on the committees in matters of the selections of these things. They participate in group meetings on matters of curriculum changes and the improvement of learning. Our building and grounds receive the same maintenance as the other elementary schools.

I believe quite firmly that the education of the Negro in the public schools of California compares quite favorably with that in any other part of the country. I do think however, that the Negro teacher is more interested in the problems of Negro children as a whole than the white teacher is. I believe that in our particular school the boys and girls receive more encouragement in their work and are given more consideration than they would be given in a school taught by whites. I believe that a greater opportunity for leadership development is to be secured in institutions of our type. In mixed schools, where other racial groups predominate, I have noticed that only the Negro youth of outstanding ability is given recognition whereas in such schools as ours all pupils with potential ability for leadership are given every encouragement. Most of the outstanding Negro leaders have come from schools taught by Negro teachers. I think, therefore, that it is only natural to expect more from the Negro pupil taught by the Negro teacher. The Negro teacher knows his pupil's nature and his needs and is racially bound to be more interested in seeing that all racial minority groups have an equal opportunity for education.

The one disadvantage in an educational set-up such as ours is that because the pupils are separated from white pupils of other schools, they do not learn to understand each other's problems. Whenever they do meet, they find themselves strangers, and usually the predominant race lacks a sympathetic attitude which results in humiliation of one or the other. This, of course, is not healthy for good citizenship. We attempt to meet this situation somewhat by having reciprocal assemblies and programs, also through athletic competition, and through general conferences of character organizations. This is quite effective but not so effective as daily rubbing shoulders and exchanging problems in the classroom.

The administration and the teaching staff of our school find their work a great challenge and daily bend every effort to meet the problems of their boys and girls.

YOUTH COMMISSION SURVEYS NEGRO YOUTH

The special problems of Negro youth are the subject of one of the American Youth Commission's major projects, involving two and a half years of field research and organization of data. Specifically, the survey is intended to study the personality development of Negro youth as affected by their membership in a minority racial group.

The introductory volume of a series published as a result of this survey is *In a Minor Key: Negro Youth in Story and Fact,* by Ira De A. Reid, professor of sociology at Atlanta University. This book summarizes and arranges systematically data and statistics from many sources—general studies, government publications, unpublished dissertations. Professor Reid opens to view the realities of inequality, discrimination, restriction of rights, and limitation of franchise that condition the environment and development of Negro youth.

Children of Bondage is a study of personality development of Negro youth in two cities of the Deep South, Natchez and New Orleans. Though the background material was supplied by interviews with over 200 Negro adolescents, this is not a statistical survey. Instead the authors, by concentrating their attention on eight individual case histories, have combined sociology and psychology to produce a stirring human document as well as a scientific study.

Negro Youth at the Crossways, a study of Negro youth of the borderline states, is based on data secured by a research staff working principally in the Negro communities located in Washington, D. C., and Louisville, Kentucky.

A Study of Radio

By WILLIAM H. ALLEN, Student Teacher
GERTRUDE MALONEY, Training Teacher, CORINNE A. SEEDS, Principal
University Elementary School, Los Angeles

"This is Station KUES broadcasting!"

The sixth grade of the University Elementary School is on the air. These boys and girls are experiencing the forces which have made radio one of the world's most potent influences in the remaking of our thinking, thus influencing our actions.

This study made use of the children's already existing interest in radio, satisfying in a very natural way the urges of the child to dramatize life, to communicate and share experiences, to express himself aesthetically, to be physically active, to manipulate and construct, and to satisfy his curiosity. And the results obtained at the end of the nine week period justified beyond all doubt the value of using a radio activity for a sixth grade class.

Initiation

On the first day of school the environment was arranged to stimulate the children's interest in radio. On the walls were pictures of the various aspects of radio, and a table held several radio scripts and a number of books, pamphlets, and magazines, some of which are listed in the bibliography. In one corner of the room stood the microphone and control box of the public address system, with speakers set across the room. On a table nearby were a number of sound effects (cellophane, coconut shells, whistles, sandpaper blocks, cap pistol), and another table held crystal sets, a dismantled radio, vacuum tubes, transformers, earphones, and other pieces of radio equipment.

After a short discussion of vacations, which led to a comparison of the newspaper and radio as news gathering agencies, the children were invited to explore the environment.

Great interest was shown in speaking over the public address system microphone. Some of the children experimented with sound effects over the mike, while the more technically minded showed keen interest in the control unit.

After the children explored the environment they were eager and ready to discuss what was of most interest to them. One girl said, "It was fun to speak over that thing." Someone told her it was called a microphone, and this led to a discussion of different kinds of microphones.

Mention was made of sound effects, and their uses were discussed. A child gave a demonstration of horses' hoofs with the coconut shells. The class contributed many ideas for sound effects, and it was decided to make a list of those which could be used by the class in later productions.

Several children had tried to work the crystal set earlier, and now a boy asked, "Why can't we work those crystal sets?" He was told that an aerial was needed. "Let's make one," he responded, and another boy added, "We can put it on the roof." It was decided that several of the boys would get some poles and wire and put up an aerial during the work period.

The class was asked if they were satisfied with the caliber of their performances over the microphone. They said they were not. A girl suggested, "It would have been better if we had scripts to read from." The class agreed that if they were going to put on a radio program they would first have to have scripts.

The majority of the class enthusiastically began to write scripts. The rest of the children divided into groups—those working on the aerial and those experimenting with sound effects—while the few who did not have any particular interest looked at the books and magazines. These soon began to join the script writers who were beginning to divide into small groups according to interests in drama, musical or quiz programs.

Later in the morning the children listened to a news broadcast over the radio, thus giving the class an experience during the first day in all practical aspects of the radio study: program appreciation, writing, acting and speaking over the microphone, construction work, sound effects manipulation, and reading research on broadcasting and technical problems.

Development

During the following days the class found that they had much to learn about script writing; so sample scripts were studied, and the correct form for radio scripts was outlined on the board. Plotting, suspense, and dialogue writing were discussed, and the class read mimeographed material on script writing. Program ideas were listed.

In the meantime, the sound effects group had made a list of sound effects needed in the scripts and was busy constructing these and practicing them over the microphone. They gave a class demonstration of those they had worked out.

Two of the boys who had shown little previous interest and who had been reading books now decided to learn the "hand signs" of the program director. They prepared a class demonstration of these.

Rehearsals soon began. Thus it was necessary to choose casts and correlate sound effects. This rehearsing was first done without the microphone, and finally rehearsals were held over the "live" mike.

Because the class had encountered difficulty in casting their scripts, they decided to have an "Artist Bureau" listing of all actors, musicians, sound effects men, announcers, and program directors. They also worked out a "Program Schedule" telling the writer's name, title of the script, type of script, actors, sound effects needed, sound effects men, and date of production.

At the end of the first week the first broadcast was held, the microphone being placed in an adjoining office. As a result of this broadcast, a number of needs and problems arose:

- How far from the mike should the actor stand?
- Should the commercials be serious or humorous?
- Should the names of actual products be used? Why not?
- Is there need for improvement in speaking and acting?
- How can music be utilized more fully?
- Do we need announcers and program directors?
- Do we need to mark scripts so we won't lose our places?
- Do we need to work out placement around the microphone?

In the meantime, the class was listening to programs over the radio. They evaluated these and used some of the professional techniques in their own scripts. The class listened to programs at home and reported on them. A need arose for a set of standards for the judging of this home listening, and the class worked out these three:

1. Does the program do what it set out to do?
2. How well does it do this?
3. Does the program contain something we will remember?

Out of this home listening developed an interest in commercial advertising, a problem arising as to the length and frequency of these commercials. Radio advertising, sponsors, networks, and sustaining programs were discussed.

The group of boys who had erected the aerial asked if they could make a crystal set or tube set. The teacher had material available for the starting of crystal sets, and the class figured out the cost for each to be 43 cents. Work on the crystal sets was begun and continued through the entire study. These children needed to find out the meaning of different radio symbols in order to construct their sets. Motion pictures clarified ideas on technical aspects of electricity.

Many production and technical problems arose after the first broadcast: so a tour was arranged through the Columbia Broadcasting System. They saw the television exhibition, sound effects, studios and microphones of different kinds, and the master control room.

From this excursion arose the need for a control booth. Research was done by several children on the control booth, and plans were drawn up. When these were accepted by the class, construction was begun. It was placed in one corner of the room, being made with a cloth-covered wooden frame and a slanting cellophane window, with a hinged door and shelves for the control box.

Interest was generated in the technical aspects of radio from this control booth work, and reports were made on sound waves, radio waves, television, the vacuum tube, and how a radio works. A glossary of radio terms was studied by the class. Short wave radio was discussed.

One day mimeographed material on "Building a Radio Program" was read by the group and the children showed a desire to dramatize the different steps beginning with the sponsor's idea for a program to the final presentation over the air. So a cast was selected, rehearsed for twenty minutes, and returned to the room to present in spontaneous dramatic form the building of a radio program.

All the children continued to write scripts, and weekly broadcasts were presented. They received expert criticisms on these from speakers from CBS and NBC. Musical programs were developed, and more and more scripts used music for introductions and transitions. Finally, the class was organized into a station staff in preparation for the culminating program given for the parents. They learned the duties of the different departments and worked together to produce a final program, the scripts being chosen from the best previously written.

For the culminating program the room was arranged as an audience studio. Technicians set up the microphone, arranged the "set up" of the studio, and handled microphone controls. Tickets were mimeographed and distributed, and ticket-takers and ushers appointed. An announcer gave the "station break" signals, and each program had its director. After the drama, quiz, musical, and serial programs were presented, the children gave exhibitions and reports on different aspects of radio.

Radio furnishes an excellent "on-going" activity into the study of the telephone, telegraph, and cable, going from there into the modern newspaper and the history of records.

Outcomes

The experiences of the children in the study of radio resulted in the following specific outcomes:

A. Knowledge of:
1. The way radio programs are conceived, written, and produced.
2. What makes radio work.
3. Current affairs through wise radio listening.
4. Radio in foreign countries.
5. Many new words and terms.
6. Importance of radio in present day society.
7. How radio has developed.

B. Habits and Skills in:
1. Handling tools and materials.
2. Music and art.
3. Improved spelling, penmanship, sentence structure, reading habits, language usage, through creative writing.
4. Improved speaking and acting.
5. Using dictionary and reference material.
6. Judging radio programs.
7. Giving interesting reports with good posture.
8. Cooperating and collaborating on written material.
9. Realizing the importance of time, the value of promptness.
10. Arithmetic and measurements by construction.

C. Attitudes and Appreciations:
1. Self confidence and assurance while giving reports, acting, and speaking on programs.
2. Understanding need for desirable group leadership and good sportsmanship.
3. Cooperation in writing and production of radio programs.
4. Self control during informal work periods.
5. Participation in group activities.
6. Development of attitude of critical thinking regarding facts and propaganda.
7. Appreciation of good programs and good music.
8. Appreciation of complexity of the development of radio.
9. Appreciation of stories read by the teacher.

D. Specific examples of desirable social adjustment:

K. was a new girl in the class, very shy. She wrote some excellent scripts, but refused to act. However, she was encouraged to take a small part and received group satisfaction. For the culminating program the class chose her chief announcer, thus giving her a feeling of "belongingness" and dispelling her timidity.

C. had never participated much in the school activities and had been a control problem and time-waster. But by being appointed a program director and having much responsibility, he became quite serious about his work and developed a professional attitude.

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Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA LIBRARIES IN 1940

The following summary of activities in California libraries during 1940 has been prepared by John D. Henderson, Field Representative, California State Library, from annual reports submitted by city and county libraries.

The most significant development in public library service in 1940 relates to the defense program of the national government. Gearing library activities to the demands of the present emergency calls for a reorientation of book collections in all fields having a bearing on war industry. Public libraries are buying extensively in such technical subjects as aviation, machine shop practice, mechanical and electrical engineering, toolmaking, blue-print reading, shipbuilding, etc. Textbooks, manuals and handbooks at the trade school and more advanced levels are being acquired as rapidly as funds permit.

Interpretive material on the current crisis is also in great demand. In meeting the reading needs of the present emergency libraries are finding it impossible to maintain balanced book collections. The most useful titles must be purchased first; those less essential will have to give way.

A number of cities, some with W. P. A. assistance, have new buildings complete, under way, or in prospect. They are Beverly Hills, Culver City, El Segundo, Emeryville, Fullerton, Hollywood Branch, Los Angeles Public Library, Martinez, Palm Springs, Bernal Branch, San Francisco Public Library, and Santa Maria. Extensive additions to their original library buildings were made at Chico, Glendale, and South San Francisco.

In Palo Alto and Sacramento valued gifts added to the library's facilities. A children's branch was built for the Palo Alto Library by Mrs. Lucie Stern. The C. K. McClatchy home in Sacramento was deeded to the city for use as a Young People's branch library as a memorial to Ella Kelly McClatchy.

Significance may be found in the fact that three cities, Vallejo, Santa Cruz, and Stockton, requested the State Library to survey their library facilities and service and report the findings with recommendations.

It is also worthy of note that four cities, Glendale, Long Beach, San Bernardino, and San Diego, participated in the Montclair, New Jersey, study of library cost accounting. This introspection of administrative practices and policies marks a healthy professional growth.

More and more libraries are giving attention to the reading interests of young people, particularly those of high school age. Special collections have been set aside in many libraries for this group of readers. At Chula Vista the collection includes college and university catalogs; Petaluma has a vocational shelf for the between-age readers. Young people's collections were segregated this year at Woodland and National City.

As in previous years public libraries in 1940 participated actively in adult education programs, open forums and discussion meetings. The traditional work has been carried forward such as making special bibliographies and indexes, gathering local historical material, readers' advisors service, and giving instruction in the use of the library.

It cannot be said that the year has brought forth any new and unusual activity or function. While continuing their normal work public libraries are intensifying their efforts and extending their resources in all areas relating to national defense. Owing to several factors, such as the current crisis, N. Y. A. and W. P. A. assistance, and the increase of government publications, the role of the Federal government is having a definite impact on library service. This is a trend which is likely to continue.

NEWS NOTES

A New Prints Room Service

A new State Library service from the Prints Room has been inaugurated. A small collection of prints has been prepared to be lent upon request. The collection is to illustrate the principal varieties of print making. About a dozen prints make up the collection. They are mounted, covered with lumeris and the edges bound with drafting tape. Each print is labeled with the name of the artist, the title of the print, identification of its kind, and a concise description of the process used. An etched copper plate is also included as a sample. This collection is mainly for the use of clubs or other groups, and requests for it should be made to the local library.

Changes in Library Personnel

Mrs. Carol Alderson, who has been in charge of the work for the blind at the State Library for the past three years, has resigned and her place has been taken by Eloise Ryan who has been a Junior Librarian in the Reference Section of the State Library. Margaret Preston of Los Angeles, a graduate of the University of Southern California School of Library Science, has been added to the State Library staff due to the promotion of Miss Ryan. Another addition to the State Library staff from Los Angeles is Hazel Reed of the Los Angeles County Law Library who is filling the position of Senior Law and Legislative Reference Librarian due to the leave of absence of Zilla Grant on account of illness.

Following an examination given in Alameda County for Senior Librarian, Mrs. Dorothy Farnsworth Roberts of the Oakland Free Library was appointed to a position on the staff. She succeeds Florence Everett, who has retired after many years of service. Miss Everett has taken a prominent part in library affairs in the East Bay area.

Thelma Grace Morgue, librarian of the Glenn County Library, resigned January 1. Pending appointment of a county librarian Flora Hodge, senior staff member, will be in charge.

Mrs. Agnes Sycour of the Book Order Division of the Los Angeles County Public Library has succeeded Miss Rebecca MacNair as Chief of the Order Division. A new technical reference librarian has also been appointed, Miss Johanna Allerding, a member of the staff. She succeeded Eugene Hart who resigned to be reference librarian of the Tulsa Public Library.

Mrs. Justinia Hendsch Little will resign as head of the school department of the Kern County Library the end of February. Mrs. Little leaves after twenty years of faithful service.

Library Activities in the Defense Program

The setting up of training camps is causing many and varied demands on the near-by libraries. For instance, typical of this is the situation in the Monterey Public Library where textbooks are greatly in demand. Among the subjects requested are geometry, algebra, physics, chemistry, beginning Spanish, anatomy, spelling, shorthand, typing and English grammar. The books are used by soldiers principally for reviewing high school subjects, for special school work, or in preparation for examinations leading to higher ratings.

According to Mrs. Hellum, the Monterey librarian, eighty per cent of the library attendance at certain hours is made up of enlisted men. Her plan is to lend

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books to the members of the local garrison on special cards which must be signed by their immediate commanding officer.

Typical of county library efforts to meet the demands arising from national defense activities are the Los Angeles County Library plans. Miss Helen Vogleson, County Librarian, has reported that forty-seven branches of the county library are located in areas affected by national defense activities. Each of these branches has received a copy of the annotated book list titled "Industrial Training for National Defense," compiled by Charles H. Morhart, Chief, Technology Department, Detroit Public Library. This list has been so designed that it literally acts in the capacity of a reader's advisor. Each title listed is carefully described as to its contents and purpose, symbols are added to show whether the book is intended for vocational students, apprentices and beginners, or for skilled workmen, factory superintendents, foremen, engineers, and designers.

Miss Vogleson further reports that of the 134 titles in the Morhart list the Los Angeles County Public Library collection lacks but ten. The subject matter of the ten for the most part is not yet applicable to industrial activity in the region served by that library. It is the purpose of that library, as it is of libraries in general, to meet all requests as promptly as resources permit, or to substitute material equally suitable when the need is urgent.

It is too soon to know how extensively public libraries will be called upon to serve in the defense activities program and to what extent schools and factories will feel that they need to be individually equipped to take care of their own civic needs. In the meantime, the libraries are meeting the situation as thoroughly as is possible on present budgets.

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

SANTA CRUZ EXPERIMENT IN CONSERVATION

We are indebted to Dr. Pearl Oliphant, long an active member of the Santa Cruz Board of Education, for the following enthusiastic description of a unique experiment in practical forestry experience and training, written by Mr. R. E. Burton, supervisor of Eagle Rock Conservation Camp, located in the Santa Cruz Mountains during the summer months of 1940.

Conservation is an accepted theory, fully endorsed by most of our citizens. To put it actually into practice is another matter. Everyone has found that out who has ever tried to stop a river from cutting its banks or cutting gullies, or who has tried to replant a deforested area with trees. It is a slow, costly process requiring skill, patience, and hard work.

After several years of preaching conservation, the Santa Cruz High School Board of Education endeavored to establish a summer camp where not only the effects of erosion and deforestation would be studied, but where an effort would be made actually to rebuild an area.

The local Farm Advisor, Henry L. Washburn, representing the Agricultural Extension Service, University of California, was called in to give the class the benefits which have accumulated from years of experience and research.

It was felt that inasmuch as the land would benefit from such treatment, the owner should, in some way, help to finance such a project. Fortunately the Coast Counties Gas and Electric Company, which owns a large tract of land at the headwaters of one of its hydroelectric plants, saw the wisdom of such an undertaking and gave funds enough to supply the students cooperating with wages. Such a company rightfully deserves the commendation of all those interested in conservation, because undoubtedly it cannot hope to receive dollar for dollar for years to come. It must be contented to wait and derive some satisfaction in the thought that it has given inspiration and financial help to some deserving youth.

The camp proved successful the first year. Seven simple bungalows were built by the students, one for each pair of students, under spreading oaks and overlooking a beautiful view of the Big Basin Park area. The name "Eagle Rock" is derived from the sharp sandstone buttes nearby where formerly eagles nested in its wind caves.

The work consisted in clearing the forest of undesirable underbrush, thinning out suppressed trees, removing diseased trees, falling snags, utilizing all down timber. The material which was marketable was made into cordwood, shakes, posts or logs, and sold. All the refuse, such as branches, was hauled and piled into gullies to stop erosion or used to build small retaining dams. Nothing was burned.

The fifteen boys in the first camp thus treated about 400 acres this first year at a net cost of about eighteen hundred dollars.

Strict discipline as to hours of work, play and rest were maintained. The result was a marked improvement in health and mental attitude.

Food was prepared by one of the boys, each boy serving about a week as cook, thus learning to cook and manage for such an organization. A valuable lesson in itself.

In the evening, studies were encouraged with discussion pertaining to nature as it unfolded itself everywhere about the project. Studies of native woods were also encouraged as well as possible use for by-products.

Due to the foresight of the local Board of Education, and the power company, a moving picture and sound film on Conservation was made, based on the activities, observation and experiences of the group. Such film was accepted by the Extension Division of the University of California where other schools may obtain it. It is hoped that other schools may be induced to do the same in their localities, thus giving conservation a real practical application in California.

Proving the general interest in practical conservation projects, more than 2,000 persons have already viewed the motion picture above described. It has been shown to Chambers of Commerce, Forestry conferences, farm center dinners, service clubs, and other groups primarily interested in the welfare of their own community and their young people. The picture is beautifully filmed and manages to convey the impression that while conservation is the main theme something far more important is involved—the inspiration of high-school age boys and girls in learning how to treat the resources nature provided. It can well be recommended as a youth builder of real merit.

Commenting further on the reports returned to the Board of Education, Dr. Oliphant remarked that of the fourteen boys included in the camp training experience, twelve have announced their intention to continue their studies in Forestry or allied subjects, the other two preferring to return to farm homes where they can well be expected to be factors for conservation in their own communities.

LEGISLATION STUDIED

The first meeting of 1941 of the Board of Directors, State Legislative Committee, and County Unit Presidents was held in Sacramento January 22, with President Pierce presiding. Announcing the retirement of Director J. J. Tallman of Fort Bragg, Dr. Pierce submitted Dr. B. M. Marshall, president of the Eureka Board of Education, as his successor. The appointment was unanimously ratified. Preceding the study of proposals introduced in the first session, some forty bills were studied.

Franklin Robinson, chairman of the Civil Service Committee, presented the report which was submitted at the San Diego Convention by his committee, and general discussion revealed the favorable attitude of the entire committee to the proposal of these measures. The Association does not favor any form of mandatory Civil Service for non-certificated school employees, but suggests a permissive law which will also set up rules acceptable to governing boards of school districts. Such amendments to the present law would include:

a. That all appointments to the personnel commission be made alternately by the local boards of trustees and the county superintendents of schools.

b. That the budget control of the Civil Service Commission be made the responsibility of the local board of trustees.

c. That all non-certificated employees be given the benefits of civil service except three employees identified with the policy-making functions of the trustees, these three to include the Secretary of the Board of Trustees, the Secretary of the Superintendent of Schools and the Business Manager or an official whose duties it is to carry out the policies of the Board as relate to business administration.

d. That tenure under civil service terminates at the age 65; employment beyond that age to remain within the discretion of the trustees.

e. That a probationary period extend for one year.

There being several bills proposed that have to do with regulations affecting subversive activities, action was deferred until all bills could be carefully studied. Approval of measures which will permit the control of such activities was unanimously expressed.

Approval was also given to ACS No. 4 introduced by Mr. Kellems, providing for the appropriation of funds to conduct an investigation of subversive activities rumored in the school system. School boards will welcome an opportunity to work with such a committee when it is duly appointed for this purpose.

Approval was given to S. B. 117, introduced by Senator Crittenden, relating to the payment of costs of providing for education of high school pupils not residing in a high school or unified district. There are several cities in the state where large sums of money are necessary each year to defray such expense.

S. B. 175, was approved, as it raises the present $500 limit on cost of repairs which school boards can make by day's labor, to a maximum of $1,000.

Approval was given to S. B. 119, amending the tenure law by increasing the 850 a. d. a. provision to 4,000 a. d. a., and providing for a term contract. There being many other provisions of particular interest to schoolboard members, the committee was authorized to continue its study and submit further reports at the beginning of the second session. John J. Allen, of Oakland, is chairman of this committee.

A dinner meeting completed the program for the day, and all adjourned to the Elks Club where they were joined by many legislators in an informal dinner discussion.

A complete legislative statement will be available at the office of the Secretary about March 3.

> "The California School Trustees Association is a very valuable one for both trustees and the schools. Trustees learn much from each other, and out of their collective efforts they can influence legislation—they can work for that which is good, and (with other organizations) they can block that which is bad. Then, too, their contact with educational philosophy and procedure is good for them as well as for the schools. The thought used to be that boards were to look after the business policies of schools, and when they had done that they were through, but that is not sufficient today. They must know what the schools are doing and why, and it has been my observation that they are very happy to enlarge their sphere of influence."
>
> A. R. Clifton,
> *County Superintendent of Schools, Los Angeles*

Napa County Trustees Meet

Sixty trustees, county officials, teachers and educators assembled January 20 in Calistoga for the annual Trustees Institute called by County Superintendent Lillian Anderson. Because Mrs. Anderson was ill at home, Mr. C. L. McDonald, Chairman of the Napa County Board of Education presided over the carefully planned program including an illustrated address by Dr. Elwood Stevenson, Principal of the California School for the Deaf at Berkeley; a discussion of health tests by Mrs. Marie Boden, Supervisor of Health and Attendance; and an address on "Economical School Construction" by Mr. A. E. Bunker, Assistant Superintendent of Schools in Alameda County. Mr. Roy Cloud closed the program with a presentation of some of the legislative proposals of the present session. A visit to interesting points in and around Calistoga added pleasure to the Institute proceedings.

Kings County Trustees Meet

At a dinner meeting held recently in Lemoore, school trustees of elementary schools in Kings County formed a new organization to be known as the Kings County School Trustees Association. Officers elected are Fred C. Carroll of Corcoran, President; Dr. B. J. Pratt of Lemoore, Vice-President; E. P. Campbell of Avenal, Secretary. Plans were discussed for frequent meetings of the new association, which is particularly concerned with responsibilities of the office of school trusteeship.

President Walter Fluke held an enthusiastic meeting of his entire Executive Board in Downey on January 17. Guests included Dr. C. W. Pierce and Mrs. Porter of the State Association. F. W. Thurston of the California Teachers Association and County Superintendent A. R. Clifton and Melvin Neal. Reports of committees showed splendid activity of the Los Angeles County Association. Particular discussion centered around plans to further the National Defense programs through association channels.

Ventura County Trustees held their January meeting in Ventura, with President George Caldwell presiding, on January 27. Discussion of legislative proposals introduced during the first session of the legislature was led by Mrs. Porter, and further study and action was authorized on several bills in which the County Association is particularly interested. General interest is evident in Ventura County in plans to improve public health programs, and a county and state survey is contemplated.

Book Reviews

From the Los Angeles City Schools

THE THREE R'S AND READINESS FOR LIFE. This is one of a series of statements being issued by way of taking stock of educational principles and practices in the Los Angeles City Schools. The statement was prepared by the following committee under the direction of William B. Brown, director of curriculum: Gertrud Addison, Paul F. Devine, John N. Given, B. C. Winegar, Helen Jewett Rogers, and Meta N. Footman. Mrs. Addison and Mrs. Footman assumed major responsibility for organizing and editing the report. The most important point of emphasis in the statement is that skills in and of themselves are of no importance but must be related to the actual experience of children. The skills, like everything else in the educational program, are merely accessory to the larger task of helping young people to grow in social and economic competence, and in the capacity for successful personal living. The importance of the skills is by no means minimized, however, and the report states, "There is absolutely nothing contradictory in providing enriched experiences in the classroom and in setting aside time for specific drill on useful skills."

From the California Elementary School Principals' Association

CHILDREN'S INTERESTS, Twelfth Yearbook. Price, $1.00. This is the 1940 volume in the fine series of yearbooks which the California Elementary School Principals' Association has been publishing. It is especially timely and helpful and has met with enthusiastic reception everywhere. There is probably no other single publication in existence which gives so much definite valid information on what children's interests actually are and how they may be utilized by teachers to increase learning. The Yearbook is dedicated to Miss Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, and contains a fine message from her on "Education Through Interest" which may be considered the theme of the book. Miss Heffernan writes, "Interest provides the impelling drive which makes a human being master the hard disciplines of a craft, overcome obstacles, persist in the monotonous acquisition of skill, push out the boundaries of his knowledge. Education based on interest lays hold of the spirit of the individual and lights its fires."

The book contains interesting revelations concerning elementary school children's tastes in regard to vocations, motion pictures, radio programs, Sunday School, allowances, hobbies, pets, collections, and in almost every other conceivable field. There is an article by Leo B. Baisden and William J. Burkhard reporting a study of the best liked and least liked subjects in the elementary school and giving tabulated results supported by statements of the children. Another article is devoted to a review of the literature on children's interests. We found especially interesting the article by Corinne A. Seeds on "Children's Interests in Rhythmic Bodily Expression." Miss Seeds describes how a negro "problem-child" learned to participate constructively and to gain a feeling of "belongingness" through rhythmic expression. She makes a distinction between that type of rhythmic expression which is little more than a dance and the more effective kind in which children say rhythmically with their bodies what they are thinking and feeling.

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In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Via Salaria, Mary Foss 10
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

March, 1941

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Jottings of a Traveling Bookman

By W. M. CULP

The convention of the American Association of School Administrators held in Atlantic City the last week in February and the meeting of the Progressive Education Association, the week previous in Philadelphia, furnished enough combative ideas to keep the educators of the country thoroughly stirred up in the months to come. The theme of the school administrators' convention, "To Provide for the Common Defense," naturally called for the presentation of ideas leading to the indoctrination of democratic precepts in the youth of the land, the training of both young and old in vocational trades both in regular sessions and night schools, the calling for Federal help in those localities where the influx of school population due to war industries would be merely a temporary matter, the demand that the war effort should not lead to the weakening of the financial support of education, in toto a symposium of liberal and conservative thought as to the needs of the times.

The appearance at this opportune time of the report by Professor Ralph West Robey, Columbia University, on the Social Science books used in the schools of the country, purporting to show a tendency of many books to criticize unduly the democratic form of government of the United States, created a Battle Royale that has not yet subsided. Editorial comment has been far and wide. This statement appearing in the *New York Herald Tribune* succinctly states one side of the controversy: "Dr. Robey's survey covered only those textbooks on the social sciences used in elementary and high schools. He examined 600 of them, he said, and found that while few could be classed as subversive they tended as a whole to instill in the reader's mind a discontent with American democracy and the workings of private enterprise.

"Thus put, to be sure, his accusation does sound somewhat less than important. Most American parents would prefer that their children, instead of blindly accepting conditions as they are in this country, attain an intelligent understanding of their defects. Only so can we hope that as each generation comes along it will treat our system as something alive and growing and improve upon it. But Dr. Robey, unless we are mistaken, is concerned with no mere objective criticism of the system but with what appears to him to be a deliberate overemphasis of its defects addressed to immature minds with the object of 'conditioning' them to revolt and reform. In the light of what is known of the 'conditioning' of children to political faith and action in countries like Russia, Germany, and Italy, the charge becomes serious.

"We are not saying it can be sustained, at least in any general application to the social-science textbooks our youngsters are studying. On the other hand, if only in a few instances their authors are guilty of the effort, there arises the question whether the social sciences are a fit subject for secondary education. Let us grant an exception in the case of elementary civics. But when one ventures beyond that one enters a region of conflicting theories and predilections and interpretations of history and current affairs which seems a very poor place indeed for the young idea. In the first place, it can find no guide to these mysteries without some degree of bias, which is bound to express particularly in attempts at oversimplification. In the second place, there is plenty of nourishment and to spare for the formative mentality in knowledge untainted by violent dispute and far more useful. When our children have learned all that they can be taught of the humanities and the exact sciences it will be time to introduce them to the shifting currents of economic and social thought."

On the other hand Dr. Alexander J. Stoddard, Superintendent of Schools of Philadelphia declared that the American schools will continue to deal with important controversial questions so that children can learn about the nation's problems. He said that to teach only what powerful minorities of any class wished would be a policy of appeasement and an "abject betrayal of American Ideals." He held that American teachers would fight dishonest or incompetent critics of the schools to the last ditch. Further he said, "By innuendo and endless repetition which cover up the lack of real evidence, the American people are being asked to suspect that their schools, their teachers, their youth and their textbooks are disloyal and subversive." He said that any comment on the schools based on a genuinely impartial study of facts was entitled to a complete hearing and to proper remedial action. "If our critics are honest, but misled, let us enlighten them. If our critics are dishonest or incompetent, we have no choice but to stand up and fight these enemies of education." Dr. Stoddard said the policy of educators should not be to appease or to be the "timid soul" but to undertake a bold and constructive leadership. He said, "We intend to continue to deal with important controversial questions in our schools in order that children may know something about the problems of our country, remembering that they are the children of a free people, children who are destined to inherit the great tradition of human dignity and human liberty. We intend to teach the importance of free enterprise. We intend to continue to insist that the school itself shall remain a free enterprise. Such teachings are not subversive."

The *New York Sun* had this comment to make: "Since last October the Board of Education of New York City has stricken from its approved textbook list three Italian language texts. The volumes, it was explained, were too laudatory of the Fascist regime and, at least by implication, belittled the American form of government. Except for protests by some of the authors, there was no outcry; citizens

seemed to accept the school board's action as a reasonable exercise of discretion. But let the suggestion be made that a history textbook belittles the American form of government or creates skepticism and cynicism in the minds of immature boys and girls, and at once a well-organized clamor arises. Critics of the book are accused of 'censorship' and 'bookburning.' Very often the cry is raised by persons who have not taken the trouble to read the historical work in question.

"Under the circumstances, therefore, Professor Ralph West Robey of Columbia University knows what is in store for him, for he has dared to criticize not one, but hundreds, of high school textbooks in history, economics, civics, and geography. With the help of a staff of assistants he read 600 of these volumes, selecting representative excerpts to show how each author treats important phases of American history and development. His conclusion is that a 'substantial' percentage belittle American achievements and deride the system of private enterprise upon which the United States has grown great. As a somewhat negative compliment, he reports that few of the books are outright advocates of Communism. The excerpts upon which Dr. Robey bases his criticism are being published without comment by the National Association of Manufacturers." (Since this editorial the NAM have come out stating that Dr. Robey's conclusions are not the opinions of the NAM. But they are making available the report so each person can draw his own conclusions.) "It will shortly be ready for general distribution, and should make interesting reading for citizens who want to know what slant children are getting on such questions as private enterprise, the profit system, constitutional government, and loyalty to country. It would be inadvisable, of course, to judge a textbook solely on the basis of excerpts, no matter how carefully they have been selected. But Dr. Robey's research promises to lead school boards to make a general re-appraisal of the mental fare upon which the nation's pupils have been fed. This is a bit of propaganda analysis to which nobody should seriously object."

✓ ✓ ✓

Dr. Harold W. Dodds, president of Princeton University, recently before an alumni meeting of parents and undergraduates said, "Young people today are as firm in their understanding and faith as their elders." He asserted that the skepticism of youth, assailed by so many critics lately, has all but disappeared.

Six junior high schools of New York City are starting a new program for dealing with maladjustment and delinquency under the general direction of Dr. Elias Lieberman, Associate Superintendent of Schools in charge of junior high schools. The main feature of the plan is the assignment of teachers whose sole duty will be to deal constructively with problem children. These teachers are now engaged in outlining what co-operative aid may be expected from the various agencies vitally interested in the problem child. These agencies include the Bureau of Attendance and Child Welfare, the Bureau of Child Guidance, the Bureau of Recreational and Community Activities, all subdivisions of the Board of Education, together with the neighborhood social agencies. The teacher in charge of this program will devote her whole time to this work. Other teachers will refer problem cases to her. The latter will interview the children individually and privately in an endeavor to determine the causes of the maladjustment or delinquency. Case histories will be kept and every effort will be made to adjust the child. The asking of aid from the parent, readjustment of class schedule, securing of gainful occupation during out-of-school hours through the help of neighborhood social agencies are among the various ways the teacher will operate.

✓ ✓ ✓

One can not say that the modern college does not attempt to train for twentieth century living. The latest in the headlines is that Rutgers College teaches Telephone Speech. Professor Richard C. Reager in charge of Rutgers Department of Speech with its wide program of public speaking and debating has begun special training in telephone use and speech by employing a new technique embodying the use of recording instruments and a public address loud-speaker. Professor Reager holds that a large part of both business and social intercourse is carried on via telephone, yet despite its importance to the average individual little or no effort has ever been made to improve its quality. Under the present structure of the program in speech training, a record is made of a talk by each student both at the beginning, and the end of the basic course, as a means of gauging his progress. The program offers to upper-classmen special instructions in practical business speech situations, embodying training in the use of dictaphone and stenographic dictation. Students taking advanced work carry on conversations on a phone connecting two rooms. The amplifier enables the remainder of the class, seated in one room, to "listen in" on both sides of the conversation, taking critical notes which are later presented to the instructor for his judgment of their observations, as well as for criticism of the actual phoned speech. Particularly interesting examples of defects in telephonic speech are recorded for clinical study by students and faculty.

✓ ✓ ✓

Preston O. Van Ness, executive secretary of the Pennsylvania School Directors Association, introduced before the Assembly of the State Legislature at Harrisburg, the first of March, a bill to authorize the dismissal of married women teachers in Pennsylvania public schools. The measure, the third of the Association's recommendations, would give dismissal powers to the school directors.

✓ ✓ ✓

How one business training institution organizes its work is given in this succinct report: "Students at the Babson Institute of Business Administration punch time-clocks on entering and leaving classes, just like a worker in one of the modern industries of the nation. This is in keeping with the process of acclimating them to the business world which the institute stresses. Each student is assigned to a modern business desk with ready reference books handy and a dictation machine. Here he works during certain hours of the day between lectures. The student is required to choose the industry he wishes to enter in his first year, following courses in industry analysis. At the same time he receives a thorough background knowledge of business through the study of accounting, industrial management, finance and marketing."

✓ ✓ ✓

Richard S. Bowman, head of the speech clinic at Cooper Union, New York City, finds that less than half a year is time enough to eliminate the worst features of the so-called "New Yorkese" accent from student speech. He finds when students hear recordings of their own voices saying "wid" for *with*, "jist" for *just*, "antuh" for *and a*, "havn gotta" for *haven't got*, and "dat" for *that*, they quickly correct themselves. Use of "oi" in New York speech, as in "Joisey," is not now prevalent among students because it has been ridiculed so often in the motion pictures and over the radio and in books that the city has become self-conscious.

Western School News

Edited by MORRIS WAGNER

SCHOOL ADMINISTRATORS' ANNUAL CONVENTION

By Vierling Kersey

Superintendent of Schools, Los Angeles

Attendance at the Atlantic City meetings of the American Association of School Administrators, February 22-27, was the largest in the history of the Association. The alert-mindedness of school administrators in relationship to the current problems in education, was responsible for the extraordinary effort made to be present at this important convention. Interest in activities made available for participation, inspiration, and instruction of those present was intense.

We in California are particularly happy over the sentiment of favorable reaction to the invitation extended that the 1942 meetings of the association should be held in San Francisco.

The theme of the meetings, the character of the questions that arose in discussion groups, and the motivation of the committees making final pronouncement following the convention sessions, such as the resolutions committee and the summary committee, centered completely around "Defense."

There was no question but that those who came to the convention were conscious that education was tremendously involved in defense, in national as well as in distinctly local ways. There was much question in the mind of those present as to just what it was that the long-term view of defense was to mean to American democracy insofar as education was involved. It was clear to us that there were ideals to which education should rally loyalties. It was clear to all of us that patriotism was as essential now as ever before. It was definitely understood that the democratic way of life was typically an American purpose attainable through education. From my own personal observation, I conclude that most of the other superintendents and school board members present were anxious to know what particular, specific contributions we should be busy about making so that the realities, the personal aspects, and the true meaning of American life could be accomplished facts.

The common defense involves immediate and long-term responsibilities for education. The common defense depends as much upon teaching, teachers, and public education as it depends upon any other single factor. It depends upon the maintenance of every present, essential educational activity and in addition the expansion of education in very definite ways. This particular expansion involves a new impetus to vocational education and a renewed emphasis in education for the national morale.

The program of total defense is not alone a program to attain victory, but it is a program for our guidance and direction in victory. The defense obligation involves us in education in particular relationships to present and future defense, physical preparedness and moral preparedness, personal and national defense, defense against visible and invisible enemies, against war time and peace time hazards, and defense against invasion from without and from within.

The American Association of School Administrators in its 1941 convention at Atlantic City was concerned with the schools' responsibility for achieving adequate defense of America through realization of certain educational purposes. Mr. Kersey states these purposes in this report of the convention. It is clear from the report that American educators know their place in democracy full well and are eager to take necessary action. Best of all, they have a long-range point of view and a realistic attitude. They know America must have an educational program which will offer guidance and direction *in* victory as well as a program to *attain* victory. They know that if education does not realize its present aims, some other structure in our society will develop for their achievement.

In order that we might understand what is necessary for the accomplishment of adequate defense, education was directed at these sessions to stress certain very immediate, very specific, and very real purposes. The purposes summarized and here stated are not in any sense all the purposes referred to in the hundreds of sessions, only a few of which any one individual could attend. They are presented not because it is believed they would apply in all school situations. They are presented as they are seen through one modest, humble mind's eye. To the writer they are explicit, extraordinarily definite, and simple of accomplishment. They involve every level and area of education. They summarize the 1941 Atlantic City meetings. They indicate programs to which it is obvious that education must contribute. It is obvious, that unless undertaken by education, some other structure in our society will develop for their accomplishment.

1. Democracy cannot be defended only by negative acts, such as laws, police, penalties, threats, and punishments. There must be a tremendous amount of definite and positive teaching about American democracy as well as its meaning to individuals, to life, to posterity, and to the world, even its meaning to the person not yet broad enough to live by standards other than selfish ones.

2. The test of a society, whether it be in a local community, commonwealth, or nation, is found more clearly in how well it takes care of its youth rather than in the answer to any other one question which can be asked. Today in America we know the need for total defense. As we test our strength, we know that it involves total preparedness. In our country we are undertaking the development of a total youth program. The greatest leadership in local and national relationships to this problem of a total youth program is and must be found in education. We cannot lose the opportunity to show our strength in these relationships.

3. Along with economic, political, and social confusion characterizing much of the adult life of America, there is a spiritual, an ethical, and an aesthetic confusion evolving in a new generation of youth. The restoration of our faith, the determination of a course of life in accord with our codes, and a readiness to find and enjoy simple beauties and humble values are pertinent and immediate obligations for school teachers.

4. The health consciousness, which has resulted from examinations for entrance into military service and employment in industries essential to the national defense, has brought about a new respect and appreciation for health, and a determination to maintain health on the part of more people than ever before. There is no guidance as valid and reliable as that given by education which contacts so many people with this new consciousness. What a tremendous impetus this gives to our teaching in this direction!

5. The strengthening of American society is dependent upon a number of definitely attainable advantages for that so-

ciety, and education must directly contribute to these advantages for social strength.

(a) Education must make great contribution to strengthening the family as a basic unit in democratic society. How democratically can people live in a social environment when they are prepared for that environment through undemocratic family life?

(b) Education must contribute to the disciplines which make us ready for democratic life. It is impossible to make democracy fit for those who do not want it. It is as essential to be ready for democracy as it is necessary that a democratic way of life be opened to the members of society.

(c) Culture is a state of mind and a way of life which bears greatly upon happy living in a democracy. All of society must be equipped by training to enjoy the fine living which culture provides.

6. Schools must contribute to the accomplishment of patriotism through participation. The indispensable responsibility of the school to teach what America is, what America looks like, and what America will be, is immediate and pertinent.

7. Education must contribute to the development of unity for national life. The best way to accomplish unity through education is to see that education teaches us to rally around our advantages, our strengths, the beauties of our country, and our love of the country. This is especially essential at a time when we are in the mood to rally around hatreds.

There is no doubt but that we are in for a long siege. For immediate defense, we must always rely upon force. For a long-term plan of ever-improving democratic life, we must have the protection of force and the strength of intelligent, willing cooperation. Education is the greatest factor in improving individuals so that they may be more cooperative. If we have not through education improved the people of the United States, we have not improved the United States. The Atlantic City Convention, throughout its meetings, dealt with many details which would contribute to the accomplishment of this program.

Superintendent William Howard Pillsbury of Schenectady, New York, is the new president of the American Association of School Administrators. Mr. Pillsbury has had a very distinguished record in educational circles.

THE DEPARTMENT OF SUPERVISORS, A. A. S. A.

A number of meetings and a luncheon were held by the Department of Supervisors at the convention of the American Association of School Administrators. *Educational Method* will publish some of the important talks at these meetings in its subsequent issues.

At two meetings of the Board of Directors the California School Supervisors' Association was represented by Gretchen Wulfing, president of the Association, Gladys L. Potter and Helen Heffernan. A steady growth in membership of the Association during the past three years was reported by Ruth Cunningham, Executive Secretary. The National Association has grown from 1227 in 1938 to 1788 in 1940; the California Association has grown from 206 in 1938 to 259 in 1940. The income of the Supervisors' Association has increased substantially also. It is interesting to note that this increase, while due in part to growth in membership, is largely due to the phenomenal sale of the twelfth yearbook, *Newer Instructional Practices of Promise* edited by Helen Heffernan and containing many contributions from California educators.

The thirteenth yearbook, 1940, is *Mental Health in the Classroom*, Paul Witty, chairman. The fourteenth yearbook, 1941, will be *Adventures in Culture Building*, C. O. Arndt, chairman.

Officers of the Supervisors' Association elected for the coming year are: president, Dale Keller, Associate Professor of Education, Kansas State Teachers College; first vice-president, William T. Melchior, School of Education, Syracuse University; second vice-president, Ruth Henderson, State Department of Education, Virginia; member of board to serve on Executive Committee, Maycie Southall, George Peabody College for Teachers.

During the convention California educators were particularly interested in visiting schools. Gretchen Wulfing joined a group who visited two consolidated schools in New Jersey. Arrangements for the trip were made by the New Jersey State Department of Education. Three members of the Department who accompanied the visitors were Anne Hoppock, Dr. Ernest Harding, and Thomas Durrell.

Miss Wulfing, Miss Heffernan, and Persis Hamilton of Ventura County spent a day in the elementary classrooms at Lincoln School, Teachers College. They saw groups in the cooking laboratory, in the art and music rooms, the gymnasium, and in classrooms performing experiments in science, reading stories, and enjoying poetry and book reviews. They attended a meeting of the school council where representatives from classrooms above primary level were planning details of a coming school bazaar.

Sara L. Patrick, who is in charge of industrial arts training at Teachers College, took the California educators through her laboratory and explained her program for training teachers in these fundamental skills. Under her guidance they also visited the Industrial Arts Cooperative Service, which is a non-profit consumers' cooperative, organized to aid teachers, parents, and club leaders in securing the materials necessary in dynamic education.

ELEMENTARY PRINCIPALS AT A. A. S. A. CONVENTION

Miss Eva G. Pinkston, Executive Secretary of the National Department of Elementary Principals, again demonstrated her ability at the Atlantic City Convention. It was largely because of her careful planning that the professional programs of the Department were so successful and the attendance so large.

The many friends of Miss Pinkston in California recall with pleasure their contacts at the Third Annual Conference on Elementary Education held at Berkeley, July, 1939. The Fifth Annual Conference is to held July 7-18, 1941, at the School of Education of Harvard University, Cambridge, Massachusetts, with Dr. William H. Burton as director. It is hoped that California will be well represented at that Conference. The theme of the Yearbook of the Department of Elementary School Principals, "Meeting the Needs of the Individual Child," furnishes the theme of the Conference. The program includes a session considering "The Principal's Use of the Workshop Technique," and a general assembly concerning special needs of elementary school children either as individuals or as members of groups. Outstanding specialists will be brought in to contribute to the thinking and discussion of study groups.

The San Francisco Council of School Women, Dorothy Kerner, president, held its monthly meeting March 6 at the Women's City Club. Miss Estelle Carpenter, Music Chairman, presented the noted singer, Mrs. Flora Fox, in a recital of songs, with Eleanor Ruth Young at the piano.

SUPERINTENDENTS CONSIDER TEXTBOOK PROBLEMS

One of the interesting programs at the 1941 Atlantic City meeting of the National Association of School Administrators was the conference on Textbook Problems on February 23.

Dr. E. L. Bowsher, Superintendent of Schools, Toledo, Ohio, was chairman and Dean J. B. Edmonson of the University of Michigan conducted the business meeting.

The three speakers were Dr. S. M. Stouffer, Superintendent of Schools, Wilmington, Delaware, who spoke on "The Textbook in Relation to a Library Program," Dr. Ralph M. Tyler, chairman, Department of Education, University of Chicago, on "The Place of the Textbook in Modern Education," and Dr. B. R. Buckingham, Editorial Department of Ginn and Company on "The Textbook in Use."

Dr. Stouffer pointed out that the textbook has always occupied a place of major importance in American education and undoubtedly will continue to hold that place. Changing conditions make inevitable changes in textbooks, and periods of educational change create many difficult problems for textbook authors and publishers, but suitable textbooks are provided rapidly to meet new needs. Without a textbook to provide a common basis of experience for students in any one class, educational chaos often results. With a textbook to provide this unifying experience it is much easier to make provision for individual and group differences. The library which is all important with the textbook should include the classroom library as well as the school library. Supplementary books in addition to the textbook are becoming increasingly important. Each has its distinctive place and each is vitally important.

Dr. Tyler pointed out many changes that have occurred in the modern secondary school. These include the wider range of objectives, the increasing integration of subjects with all that is implied in the "core curriculum," the use of new media of experiences including visual aids, the radio, and the moving picture, the greater continuity and unity in subject matter and the increased emphasis on skills rather than the accumulation of factual knowledge. This has resulted in a study of all the community as part of the school program and new attention to personal, social, and individual needs neglected in the old curriculum.

These changes are reflected in modern textbooks that give recognition to the fact that the textbook is a guide to many varied sources of information. The major function of the textbook, he thinks, is to provide the organization of ideas and skills. Textbooks should provide a simple, clear conceptual framework to the subject. They should also raise the problems that will compel the students to go beyond the books. He pointed out the great lack of suitable books on personal and social problems. He advised the production of more books meeting specific needs rather than the attempt to get books in each subject aiming to meet the needs of all pupils.

Dr. Buckingham pointed out that some of those who advise that textbooks should be eliminated often do not practice what they preach and find they are compelled to write textbooks for their own college courses. There is, he said, no simple definition of a textbook. The works of the greatest writers of all time have been used as textbooks. "Any book is a textbook if placed in the hands of a student as an agent to learning." Now that teachers are better trained than ever before they are more in need of adequate textbooks because of the new demands placed upon them. Textbooks are necessary because they make it possible to get better results with less effort. He suggested many projects for educational research that might well be conducted by some university or educational foundation to determine objectively the exact contributions made to learning by textbooks.

At the business meeting that followed vigorous protests were made against recent attacks to the effect that the social studies texts used in our schools are "subversive." A committee was appointed to answer these unjust attacks.

IMPORTANCE OF TEXTBOOK REAFFIRMED

That school people are recognizing the problems of textbook publishers in the face of rapidly changing curricula is evidenced by the conference on textbook problems held at the recent superintendents' convention at Atlantic City. In California these problems have already been recognized in such meetings as that of the secondary principals' convention last year when Ivan R. Waterman, Chief of the Bureau of Texts and Libraries, State Department of Education, devoted a section of the program to the discussion of textbooks. We understand that a similar program is planned for the coming convention of the secondary principals.

The most interesting development of the Atlantic City conference on textbook problems was that it reaffirmed the importance of the textbook in any type of educational program as a unifying and organizing influence.

SAN FRANCISCO INVITES A. A. S. A. FOR 1942

The San Francisco delegation at the convention, headed by Superintendent Joseph P. Nourse, presented an official invitation to the school administrators to meet in San Francisco for the seventy-second convention February, 1942. Five thousand gardenias, the gift of Mayor Angelo J. Rossi, were distributed among convention delegates to emphasize the invitation.

Joining in the invitation were President Robert Gordon Sproul of the University of California; Brother Albert, president of St. Mary's College; Dr. Ray Lyman Wilbur, president of Stanford University, and the Governor of California, Culbert L. Olson.

Forming a California Hospitality Committee were Miss Genevieve Jordan, Miss Mary Sweeney, of the San Francisco Teachers' Association, Wilbur S. Raisner of the Classroom Teachers' Association, and Charles M. Dennis, director of music, who promoted the invitation at the famous California breakfast, an annual feature of the administrators' convention.

The California delegation included about 125 members who journeyed by special train to the convention city.

Final decision as to the 1942 convention city will be known in about sixty days.

EDUCATION FOR FAMILY LIFE

"We thought that, perhaps, it is right to begin with the obligation of the home, sir. . . ."

Thus wrote Charles Dickens in *Bleak House*, and thus begins the 1941 Yearbook of the American Association of School Administrators, edited by Dr. Einar W. Jacobsen.

This book attempts to point out what the family is doing for this country and what is happening to family life today; it presents a parent's view with regard to practical difficulties facing family life, with emphasis on characteristics of American home life which deserve cultivation by parents and teachers; it points out the natural need for specific education in family living; suggests opportunities for biological, cultural, psychological, and spiritual contributions of education; gives suggestions for a program, discusses importance of leadership, and proposes a checklist by which educators at all levels can evaluate programs and plan future improvements. The Appendix contains a list of organizations in the field. The bibliography has a list of fiction and nonfiction references relating to family life.

ENGLISH TEACHERS' ASSOCIATION MEETS IN BERKELEY

By Donald L. Cherry

With Letha Jenkins, of Ross School, presiding, members of the California Association of Teachers of English met for a luncheon session on February 15, at the Claremont Hotel, in Berkeley. Only a minimum of time was devoted to business, after which Mrs. Jenkins, President of the Association, introduced John Burton —actor, poet, teacher and world traveler —who spoke to the 130 teachers present.

Formerly headmaster of a progressive English school, the speaker brought to the group his ideas on teaching, which he termed "the greatest function which any human being can fulfill," and the place of the teacher in the cultural and social world during a time of stress. "It isn't for the lack of knowledge that we are in the mess we are in today," he said. "It is that you and I have no national purpose." The necessity of having such a considered aim was held to be vitally important for the utilization of the scientific and physical advances which are at the command of society today, for "we cannot afford to sidestep our individual responsibility."

Mr. Burton brought a refreshing approach to the increasing complexities of school curricula, with which he expressed his lack of patience. "When once a child wants to know, you can't stop him," he declared, thus giving voice to the essential place of interest in the teaching process.

The teacher, the speaker held, plays an obviously vital part, for the question is primarily one concerning the human relationship of the teacher and the child. His closing remark brought a round of applause from the audience: "If you can greet the child in your classroom with the child in you—then you will be a real teacher!" In a somewhat lighter vein, Mr. Burton also gave an impersonation and interpreted a number of poems, both from his own writings and those of other poets.

Those at the head table, besides Mrs. Jenkins and Mr. Burton, included Dr. George Potter of the University of California; Carleton Kendall; Edna Keyes, Vice-Principal of John Swett School in Crockett, and Secretary of the Association; Bessie Hart and Winifred Sebastian of San Leandro High School; Eyla Woolridge, Sequoia Union High School, Redwood City; Virginia Phillips, Roosevelt Junior High School, San Francisco; Alice Cooper of San Francisco State College; and Bertha Kampschroer, Herbert Hoover Junior High School, Oakland.

Announcement was made of the next meeting of the Association, to be held in San Francisco on April 26. This is to be an "authors' luncheon," general arrangements for which are being made by Margaret Girdner, Director of Texts and Libraries for the San Francisco Public Schools.

Attention! *TEACHERS OF MODERN FOREIGN LANGUAGES:*

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SERVICE BUREAU OF THE MODERN LANGUAGE ASSOCIATION OF NORTHERN AND CENTRAL CALIFORNIA

Mission High School, 18th and Dolores Streets San Francisco, California

SAN FRANCISCO SEEKS CURE FOR JUVENILE DELINQUENCY

The following article is quoted from the *San Francisco Public Schools Bulletin* of March 3.

"Although San Francisco has the third lowest juvenile delinquency rate for cities of comparable size and the lowest for a seaport city, the community sees its good record endangered by recent events which came to a focal point with the arrest of 21 youths on the general charge of theft.

"The young people who are now either in the Juvenile Detention Home or the City Prison did attend the public schools of this city, although four of them were beyond compulsory school age at the time of arrest, and twelve had migrated to San Francisco within the past three years from other states. Through the entire group runs the thread of broken homes or homes in which both parents are employed.

"The only community agency which was able to produce a detailed record of these boys from the time they arrived in San Francisco was the Bureau of Attendance and Guidance, or the Diagnostic School, both units of the Public Schools. No perfunctory records are these. They show a serious effort on the part of trained psychiatric social workers and the social service consultants on the staff of the Bureau to correct the delinquent tendencies in the children. Visits to the homes to talk with wayward parents, social workers walking in at night to call upon parents, 'finding both drunk and quarreling,' this is the story that is told on the records of the Bureau.

"One point concerning which little has been said. In the past year the Diagnostic School handled 232 cases of children with such tendencies. It was successful in 215 cases of boys who presented such serious behavior problems that their cases were referred to the Diagnostic School.

"Taking the larger view—during the three year period between 1937 and 1940 there has been a constant decrease in the number of Juvenile Court 'boys' cases. By years it is as follows: 1937, 924; 1938, 795; 1939, 769. The figure for 1940 has not been stated, but will probably be less than that of 1939.

"The age range in which these arrests were made is from eight to eighteen years and the total number of boys in San Francisco in that age range is estimated at 45,000. The low percentage of boys who become involved in trouble seems to be no answer for the moment. As Acting Superintendent John F. Brady put it before a meeting of the Board of Education on last Tuesday: 'The wise counsel and lofty influence of a good teacher is constantly keeping children on the right path. Very properly we cannot point to the number of boys we prevented from becoming serious problem children. But as a teacher I know of hundreds of such cases.

" 'No one knows better than the teachers how far short we fall of the goal toward which we are striving. To say that nothing remains to be done in this field of child guidance and welfare would be as far from the truth as to say that nothing substantial is now being done. Judging the San Francisco program by national standards we find the school program of counseling and guidance compares favorably with such standards. But we must not be satisfied with conforming to national norms. We must never be content.'

"Available for distribution to all interested citizens is a brochure entitled 'Counseling and Guidance in San Francisco Public Schools,' which shows in chart and explanatory form the entire working of the organization."

SAROYAN'S PLAY OPENS AT CURRAN

With Eddie Dowling and Julie Haydon co-featured, *The Time of Your Life*, William Saroyan's wild, mad, fantastic "comedie humaine," the like of which was never seen in the American theater before, will be presented at the Curran Theater, San Francisco, March 13, with matinees Wednesday and Saturday.

This play, which enjoyed an all season success in New York last year, and ended by winning the Pulitzer Prize and the annual award of the New York Drama Critics' Circle, was produced by the Theater Guild in association with Mr. Dowling.

As one New York critic wrote, "there really is no sense in writing about *The Time of Your Life*. One has 'to see it to believe it, to get the delight that is in it, to be enchanted by it.'"

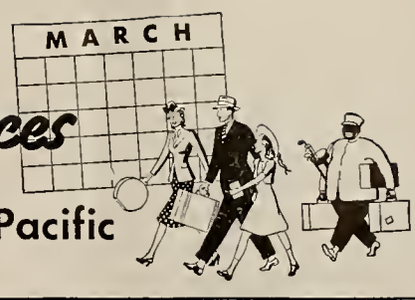
The scene of this amazing creation is a water-front saloon on the Embarcadero in San Francisco; the characters are the queer assortment that one would expect to find in such a place, each one of whom is marked in action, word, and appearance by the imprint of life as he has lived it. The impact of these oddly assorted men and women upon each other is replete with drama, humor, pathos and tragedy.

MISSION HISTORICAL EXHIBIT

The glory of the old missions of California is portrayed in America's first notable Outdoor Miniature, the "Little Mission" on display in the Lido gardens of the Los Angeles Ambassador Hotel. The exhibit is presented under the auspices of Wilshire Center. This masterpiece in terra cotta art and adobe simulation is a recreation of Mission San Diego as of about 1820 and is the first of the twenty-one missions being thus reproduced for a permanent historical and educational exhibition. Though built to a scale of one inch to the foot this first unit embraces more than 1,000 square feet and 45,000 individual clay tiles are used on the roofed areas.

Mission plays are dramatized with amazing reality. Numerous groups of little people—padres, Spanish soldiers, Indian men, women and children engaged in activities of that period are featured with a background of intriguing architecture authenticated by 20 years of research.

The exhibit may be seen daily, 10 A. M. to 9 P. M., March 15 through April 20. Admission is twenty-five cents for adults, fifteen cents for children. Special rates will be made to sponsored school groups.



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Via Salaria

A Unit of Work in the Low 4th Grade

By MARY FOSS, Washington School, San Leandro
MARTIN P. GUNDERSON, Assistant Superintendent of Schools
ANDREW J. CARTWRIGHT, Superintendent of Schools

"Via Salaria," meaning salt road, is the road to travel if one desires knowledge about our common table salt. Following the trail of this white mineral, one will travel the seven seas and visit all continents. It will take you into the ancient history of civilization and the factories of modern science.

The class had become acquainted with their own city, San Leandro, and county, Alameda, before taking this interesting journey into other parts of the world. Besides studying the historical background of the county they noted the principal products of each community.

Upon the completion of the study of Alameda County, the children discussed the leading topics listed in their outline. They had a guessing contest to see which product played a very important part in their lives.

General topics offered were Manufacturing, Transportation, Gardens, Agriculture, and Homes. Then a discussion followed as to the products which were used in the home. When one child suggested salt, it was a very surprised class because salt to them was too common to mention as being of much importance.

Using "Salt" as a follow-up unit on Alameda County, the children made an outline of main topics which might be used as a basis for research work. This list included: Manufacturing, Transportation, Mining, Uses, and Where Salt is Found.

As children usually begin their individual reference work in this grade, it is necessary to prepare the way by making a subject interesting and by giving them a foundation in the fundamentals which are to be used.

First the children were taken into the school library and shown how to use the indexes in the encyclopedias. While making a preliminary check on books which could be used for the study of this unit, it was noted that the vocabulary would be too difficult for children of this grade. This meant that the students were not ready to use the reference books available.

From "We Must Have Salt" in the *California History Nugget,* the story of salt in California from the time of the Spanish to the present day, was read to the children. This story introduced the topic of Transportation. The children heard how the Spanish used ox carts to cross the desert for their "year's supply of salt"; how camels were imported from Africa to carry salt to the mines in Nevada; and how salt was used as ballast in the sailing vessels which sailed around Cape Horn. Through the medium of suggestion as to the ways people lived years ago a new topic was added to the list: History. A brief outline of the material covered was placed on the board.

Always accompanying History are never-to-be-forgotten dates. "How long ago was that?" Arithmetic takes its place in the unit. The children learned first how to read dates and then how to subtract them in order to find the number of years ago the Spanish lived in California. They had just been taught how to use the additive method in subtraction. An experience like this impressed this method of subtraction upon them. Also included in this subject was the reading of large numbers: for examples, geologists have learned that salt deposits are over 1,000,000 years old; 17,000 tons of salt are produced annually; the measure of weight is 16 ounces in a pound and 2,000 pounds equals a ton. To gain a conception of a ton it was pointed out that the average weight of a child in class was 50 pounds and that the combined weight of the 39 children in the room would equal approximately one ton. A comparison was made between the cost of a ton of salt in the 1800's ($35) and today, ($3).

By now the children were very interested in their new unit. It was suggested that they might be able to obtain permission to visit one of the salt plants in the southern part of the County. What must they do? Learn how to write a business letter. Sample business letters in the language books were studied. Then the class working together composed letters which were to be sent to the Leslie and Morton plants asking for permission to visit and also for any material which might be available. Morton's responded by sending several booklets and some samples of rock, solar, and vacuum salt. Morton's Salt Plant is no longer open to visitors. Leslie's sent booklets and also an invitation to visit the plant. Neat letters had to be written to the principal of the school and the Board of Education asking permission to take the excursion and also for use of the school bus. In this request the children were refused the excursion due to the length of the trip and the conflict between transportation of other children. But this was a splendid opportunity to teach the children that life holds many disappointments and they must be willing to accept them but at the same time must not lose their courage and must strive onward toward the goal which they have set for themselves. Now, too, a letter of regret had to be sent to the company.

Other letters were also sent to the *Chronicle* and to the Smithsonian Institution for material, but their publications on "Salt" had been discontinued.

Each child copied each letter and then exchanged papers, checking for neatness, arrangement, punctuation, and mispelled words. From those papers selected as being the best, one was chosen to be sent to the respective companies. Several children had the opportunity of having their letters sent. The desire to have his or her letter selected for mailing was so keen that a marked improvement was made in writing by each child.

The next story to be read and outlined on the board was from one of the encyclopedias. This story gave us the chemical properties of salt (sodium and chlorine) and told us that it was a mineral. The children learned that these elements when used separately with other elements will produce a different mineral. About this time some students in a chemistry class in one of the Oakland high schools were overcome with chlorine gas. Those children who had read the article in the newspaper were now on the alert for further information from newspapers. Advanced study showed that while one element may be poisonous in combination with other elements, the element itself might prove to be a very beneficial food for our bodies.

Using "Salt in California" and the chemical properties of salt as an introduction, the children were now ready to start their trek to distant countries and to turn back the pages of time to those people who lived so many years ago: Herodotus, the father of history, and his story of the salt caravans crossing the Libyan Desert, the houses of salt blocks and the salt oases; the story of the Dead Sea and Lot's wife; how the people obtained salt from the Dead Sea; what uses the Egyptians made of salt; as, brine for em-

balming their mummies, and preserving fish and fowl; salt being made into coins in China, India, and Africa; the salt banks of Africa; the "Via Salaria" of the Roman Empire and how the Roman soldiers received their wages in salt, from which we get our present day word "salary"; how early man fought over the salt beds for his tribe; how salt was obtained from the sea, from the springs or from the salt beds, and the early methods of purification and evaporation; the salt routes establishing roads to other countries, and the trading caravans. Salt, that early medium of exchange, which was so precious it was used even in religious ceremonials by Indians, Africans, Hebrews, and Catholics. Many references are made to it in the Bible, as "a covenant of salt," and "salt of the earth."

As the various stories were read to the class, a brief outline was placed on the blackboard. This was the method used to present new and difficult words. Now the children were ready to do their own research work. A bibliography was placed on the bulletin board. Through the courtesy of the library, reference books were brought into the room. When the pupils found material in which they were particularly interested, they read these stories to the class which encouraged the other children to reread them for their own information. Coming into the room in the morning, or following a recess, you would sometimes find four or five children gathered around one book discussing a picture or a story. Books from the Public Library and home libraries were brought to the room. Articles found in magazines and newspapers were brought in, or stories told by parents were discussed.

Further study produced the "Uses of Salt," 1400 uses such as: seasoning foods, making ice cream, glass and pottery, preserving meat and fish, cleaning teeth, and salt baths; "Where Salt is Found Today": United States, Africa, Asia, Europe (especially Poland); "How Salt is Obtained": salt beds, salt springs and marshes, salt lakes, solar evaporation of ocean water, salt wells and underground mines; "Superstitions about Salt"; and "Sayings about Salt."

At home the pupils began to express themselves, by making peep shows to show the inside of a mine; jig saw cut-outs of dump cars crossing a salt pond and a storage pile; jig saw cut-outs of boats, representing boats for transportation, and cows feeding on salt blocks and hay which had been sweetened with salt. Samples of rock salt from the ponds, salt blocks for cattle and rabbits, various sized pellets used in canning, pellets given to men who work in factories, salt from Salt Lake City, crude salt from a salt marsh, and samples from Morton's were placed on display.

One of the boys thought it would be interesting to divide the work table into four sections and make representative scenes of the salt beds on the desert, the Great Salt Lake, a room of the Wieliczka Mine in Poland, and the salt ponds with the storage pile and refinery. Children were selected to make these four scenes and do specialized reading. The other pupils decided to make a movie showing the history of salt, its uses, and methods of obtaining salt. Special topics were listed and assigned to the rest for their specialized reading and drawing of pictures.

The children's efforts resulted in a Salt Booklet, which included letters, individual stories about salt, a class poem, words selected for a spelling list, the compositions and outlines covering the entire story of salt, arithmetic problems, and pictures illustrating their stories. The parents, superintendent of schools, assistant superintendent, and principal were invited to see the movie and hear the reports given. The program was received with much enthusiasm. One family became so interested in the study of salt that it now has the hobby of collecting old salt cups.

Evaluation of the Unit

Purposeful reading gave the children opportunity to seek knowledge and to impart that knowledge to others. New words were added to their vocabulary, and happy was that child who discovered he or she could read easily those words that had before seemed so difficult.

The goal achieved in oral language was the ability to stand before a group of people and give a comprehensive report in good sentences with a clear, pleasing voice. Written language achievements were the ability to write stories of one's own, business letters, invitations, poems, and outlines. During all written work, penmanship was carefully supervised for neatness, improvement, and posture.

After all phases of the unit had been studied, a list of important words was made for a spelling list. Eighty-eight words were placed on the blackboard. Then the children were asked to study the list and eliminate those words of least importance. Rather interesting was the discrimination between "factory" and "refinery." Most of the children wished to have "factory" eliminated but not "refinery." When asked for the reason, the explanation given was, "A factory makes things. Salt is not made, it is refined."

The study of salt had brought the children a brief history of the world. They now know that the world is older than our calendar. They learned the meaning of B. C. and A. D., how the peoples of ancient times dressed, what they ate, how they traveled, and what some of them did for a living. Bible stories and stories of great men such as Alexander the Great were read. They learned the names and locations of oceans, continents, lakes and seas, cities and countries. They found out how salt gets in the ocean and something about the geology of the earth with its stratas, and how earth movements have changed the features of the land. Chemical terms were learned such as the meaning of saturation.

Art appreciation was developed when a picture of a sculpture, "The Miner," by Meunier was shown to the class. The children had experience handling large brushes in painting scenes for the movie.

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Library News

Edited by MABEL R. GILLIS, State Librarian

Two outstanding recent additions to facilities for giving library service to children are described in the following articles. At this time when adults in military camps and in industries are necessarily receiving a large part of library attention, we are happy to give assurance, through these enthusiastic writers, that work for children still plays an active and vital part in the library scene.

THE ELLA K. McCLATCHY LIBRARY FOR YOUNG PEOPLE

By Alberta Cronk
Sacramento City Library

"Gee! Quite a joint!"—the verdict of a corduroy-and-sweater clad high school hero on his first inspection of the McClatchy Young Peoples' Library sounded "in the groove" to our eager ears. In this day when the movies (witness the library scene in "Philadelphia Story"), cartoonists, writers, and radio commentators still insist on depicting libraries as slightly animated mausoleums and librarians as faintly flushed mummies, it is a decided relief to have our favorite library called a "joint." "This is tops!", "A neat lay-out!" and other expressions of genuine approval lead us to believe that Sacramento's young people really enjoy their new library. Here is the story of how they came into their heritage:

Miss Eleanor McClatchy and her sister, Mrs. Charlotte Maloney, generously decided to present their family home to the city for a branch library, as a memorial to their mother, Mrs. Ella K. McClatchy. Though twenty years old, the magnificent fifteen room house, was in excellent condition. Its location in a pleasant residential district near several large schools made it strategic for carrying out expansion of service to children and young people, an idea that had been in the City Librarian's mind for some time. Miss Grace R. Taylor, the City Librarian, worked out careful plans and estimates which were approved by the city officials in July, 1940.

Transformation of Home into Library

The spacious rooms with their inlaid hardwood floors, imported wall papers, and the lovely furnishings left by the donors, set high standards of grace and beauty. Miss Taylor contrived ways and means of utilizing all the space to the best advantage for a library without sacrificing the homelike appearance and atmosphere. A special charging desk was designed for the pillared entrance hall to look as little like "standard brands" as possible. The rest of the furniture was selected with the same aim in view.

"Teen-agers" have the whole of the first floor. The huge living room invites relaxation. There's a big fireplace, a rich, soft rug, a chesterfield, comfortable chairs, lamps, and pictures. Current magazines are scattered handily. The sun room just beyond with its red tile floor and Monterey furniture is just the place for informal reading and chatter. French doors into the garden will be flung wide this summer when tables and umbrellas are set up on the lawn. For students wishing privacy and quiet, the sun porch has built-in study tables with fluorescent desk lamps. Some old stacks, treated to a liberal dose of white paint, look surprisingly "voguish" in the white-and-gold ex-dining room. The library of the home is now the Reference Room. Here mahogany furniture matches the bookshelves and fireplace. Adjoining this is another study room.

Reconstruction was necessary only on the second floor where several small rooms were combined to make the airy, sunny, Children's Room. It is a gay and cheery spot with its white shelves lined in blue and its bleached maple furniture. The chairs are upholstered in blue leather and the window seat cushions are of the same material. Every Thursday afternoon the Children's Librarian tells stories in the special Story Hour Room which has its own sturdy little chairs and benches. The master bedroom is now a Club Room.

Popularity with the Young People

The schools cooperated whole-heartedly in helping us form student councils, one representing the junior high and one the senior high schools. The members suggest books and material needed, introduce speakers, advertise the library and its activities in their school papers, and in general keep the library and the schools in close contact.

The large collection of children's books was moved from crowded quarters in the Main library to the roomy ones here. The books for the "teen age" collection were selected with the idea of supplementing the excellent school libraries and providing for leisure reading. For the latter purpose we have tried to get books that young moderns really like regardless of "approved" lists and "ought-to-read" titles. Plenty of Gardner and Grey rub shoulders with Galsworthy and Glasgow. It is our policy to avoid that horrible, sibilant "S-h-h-h" at all times, and we hope the dour "deadpan" atmosphere will never characterize this library. A note stating, "We appreciate this house very much," signed "Vickie and Mickie," was found in the sun room. The fact that there has been no damage and no discipline problem prove the extent of this appreciation.

Since the opening, November 12, 1940, the circulation has climbed slowly but steadily. What pleases us far more than that, however, are evidences of ever-growing popularity. Aside from pictures and articles in the local papers, advertising has been by word of mouth only, but it seems to pay the best dividends. Again and again enthusiastic boys and girls bring friends and show them around with great pride. The other day a boy with two girls in tow led them into the living room and explained, "This doesn't look like a library, but it is." We breathed a joyous "Amen," and took renewed pleasure in this unique opportunity we have here of seeing this beautiful library become increasingly useful and vital to children.

NEW CHILDREN'S LIBRARY IN PALO ALTO

By Dorothy Hamilton
Children's Librarian, Palo Alto Library

"To all the Boys and Girls of Palo Alto Ruth Lucie Stern has given this Children's Library, 1940."

In the old fairy tale, it was a girl who had a fairy godmother. In the twentieth century, there is a town that has a fairy godmother. The town is Palo Alto; the fairy godmother is Mrs. Louis Stern. For the past seven years, the length of her residence in our town, Mrs. Stern has presented us with one wonderful gift following close to another. The Community Center, started in 1933, now includes a large wing devoted to ballroom, clubrooms, dining room and kitchen facilities, Adult Theater complete with offices, rehearsal halls and workshop. The Children's Theater, complete in the same details, together with the Boy Scout hall and fire circle, make up the other large wing. The largest unit, the Children's Library, was added during the past year. These wonderful recreational and cultural facilities which Mrs. Stern has bestowed upon the people of Palo Alto are indeed reason enough for us to say that a modern fairy tale is being experienced in Palo Alto.

Located in the residential area, with six public and private schools within easy walking distance, the Children's Library in its five months' existence has become a most popular spot with the youngsters. From the tiny two-year olds who come to the pre-school story hour to the tall ninth graders carrying home several pleasure reading books, the new reading center is greatly loved and used.

It was about a year ago that Mrs. Stern offered to build the library for boys and girls, and following acceptance of the gift by the City Council and the Library Board, architect Birge Clark, who had designed the other Community Center buildings, began drawing plans. Miss Anne Hadden, City Librarian, and the writer were consulted frequently and by late spring the actual building was begun.

Architectural Features

Though detached from the other Community Center buildings, the Children's Library is in complete architectural harmony with them. It is a long rectangular structure, white stucco with roof of red tile. Encircling the large reading room are low shelves, with uniform height stacks grouped at one end of the room. Windows usurp all wall space above the shelves on both sides, while the main decorative feature, a picture tiled fireplace, is at the opposite end of the stacks.

The fireplace tiles, which were especially designed, are multi-colored and tell several stories. The top two rows depict Frances Hodgson Burnett's "Secret Garden," Ruth Stern's favorite book when she was a little girl. Her mother recalls many readings of the story to Ruth, and the great pleasure it gave to her only daughter in whose honor the Children's Library has been given. Mother Goose nursery rhyme tiles surround the three sides and attach to the long raised hearth of terra cotta glazed tile. At the base is a wrought iron fender with its cut-out figures from Sir James Barrie's "Peter Pan." Each afternoon a blazing fire makes a cheery background for the delicate silhouettes of Peter and Wendy, John, Michael, Nana, Captain Hook and all the others. A children's size chesterfield and upholstered chairs to match and two small tables are clustered about the fireplace, issuing forth the constant invitation — "Come, let's read."

Furnishings and Decorations

The natural birch furniture, used all through the reading and story hour rooms, forms a pleasing contrast to the Philippine mahogany woodwork which is stained a soft greenish tan tone. Walls and ceilings are of natural color celotex. Two sizes of chairs, three different table heights and a picture book table seem to meet the needs of all young patrons. The modern design of all the furniture is not in accord with the long accepted conventional library furniture of the past, but is entirely harmonious with this new structure.

Leaving the reading room, we enter a story hour and club room, paneled with Philippine mahogany and walled with celotex. Several large mounted prints of nursery rhyme characters, as well as modern story heroes, are used for decoration here, all removable from walls and built in shelving.

Three rooms in a row provide the staff with almost unheard of comforts and conveniences for librarians! A work room, tinted soft green, with built-in cupboards, poster shelves of two sizes, drawers, linoleum top tables and such. Then an office equipped with maple furniture, and the climax—a dinette and kitchenette, with dining room furniture of maple, electric refrigerator and gas range in the tiny kitchenette. Coat closet and lavatory complete the suite designed for staff use.

The pleasure which the children get from having their very own library manifests itself in many ways, not the least gratifying of which is the greatly increased amount of browsing indulged in by all ages and sizes of youngsters. Desire to help the busy librarian during the after school hours has come from many, particularly the junior high school girls some of whom have organized themselves into a Service Club.

With growing confidence, Palo Alto looks forward to contributing a much larger share in building an appreciation of books and reading among its children because of having this Children's Library.

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A. A. S. A. CONVENTION IN ATLANTIC CITY

The seventy-first annual convention of the American Association of School Administrators held the last week in February in Atlantic City, had as the convention theme "To Provide for the Common Defense; To Promote the General Welfare; To Secure the Blessings of Liberty." No attempt is made in this article to report the inspiring discussions of the general sessions, but attention is drawn to other conferences during the convention which were of special interest to school board members.

The 1941 Yearbook, *Education for Family Life,* was taken as the basis of one morning program, under the direction of Dr. E. W. Jacobsen, formerly superintendent of Oakland schools. The spiritual aspect of American home life was presented by the Pittsburgh University Chapel Choir and Department of Dramatics. Dr. Aurelia Reinhardt, president of Mills College, discussed "American Education in the Home." Other high points in the Yearbook were portrayed by radio artists from N. B. C. The Yearbook should be in the hands of many school board members, as it offers practical proposals for more adequate programs of general and vocational education. (It is available for a limited time in the C. S. T. A. Library.)

In small groups and large, conversation and discussions frequently turned to the European war situation, and the part education must play in American National Defense. Major George Fielding Elliot, author and military expert, addressed one evening session on the subject "War and Us" followed by an open discussion which reflected the general concern of all delegates in the present and immediate future war conditions.

Gerhart Segar, political refugee and former member of the German Reichstag, spoke at length on "The Truth and Fiction about the Fifth Column in the United States of America." Mr. Segar brought to his audience a vivid picture of conditions under the Hitler regime, and stirred the audience by his denunciation of Fifth Column activities in our own country.

Other speakers at conference meetings developed the part which America plays in the World Order, and more particularly the responsibility which education faces in the immediate future. "Military Training in Schools"; "Physical Fitness"; "American Ideals"; "Cooperation Between School and Lay Groups"; "Occupational Adjustment" and "Community Life" are only a few of the topics chosen for section meetings, all of which were well attended.

More than 10,000 persons registered at the convention. California was well represented this year, and the annual "California Breakfast" gave evidence of the unanimous desire of California educators to entertain the A. A. S. A. in San Francisco in 1942. Some of the California school board members attending the convention were: Mrs. Hazel Postle, Alhambra, R. Brydolf, Pasadena, George Turner, Fresno, Mrs. Ruth Blanchard, Inglewood, R. L. Lawson, Ontario, Mrs. M. Sheldon, San Francisco, Mrs. G. Rounsavelle, Los Angeles, F. W. Robinson, Long Beach, Dr. L. Hector, Berkeley, Ridley Smith, Santa Ana, H. Hendrickson, Huntington Beach, Mrs. Marion Jones, Burbank, Roy Becker, Los Angeles, and L. Howke, Glendale.

NATIONAL COUNCIL OF STATE SCHOOL BOARDS ASSOCIATIONS

The first annual meeting of the National Council of State School Boards Associations was a luncheon-conference on February 24, in the Surf Room of the Ambassador Hotel in Atlantic City. The purposes of the National Council were developed in the following program:

"Scope of a National Council," Mrs. I. E. Porter, President; "Function of a Dynamic Council," Dr John K. Norton, Professor of Education, Teachers College, Columbia University; "Organized Effort for Education," Ira E. Garman, Past President, Illinois State Association of School Boards; "Organization of State Associations of School Board Members," Dr. Alonzo G. Grace, Commissioner of Education, Hartford, Connecticut.

Greetings and offers of support and cooperation were expressed by Carroll R. Reed, President of the American Association of School Administrators; Willard E. Givens, Executive Secretary, National Education Association; Dr. Caroline Woodruff, Past President of the National Education Association, and many suggestions for present and future activities were voiced by guests who responded informally when introduced. W. A. Clifford acted as commentator and leader of an open forum discussion following the luncheon program; some of the participants were Francis Brady, President, Rhode Island Association of School Directors; Mrs. W. H. Kletzer, President, National Congress of Parents and Teachers; Mrs. Margaret Strong, President, California Congress of Parents and Teachers; W. C. Bruce, Editor, *American School Board Journal;* Herman Spindt, Director of Personnel, University of California; Dr. Frank Thomas, President, Fresno State College, California; Dr. N. L. Englehardt, Professor of Education, Teachers College; Columbia University; J. P. Nourse, Superintendent of Schools, San Francisco; Dr. Louise Hector, President, Board of Education, Berkeley; Dr. E. A. Lee, Dean of Education, U. C. L. A.; Dr. Vierling Kersey, Superintendent of Schools, Los Angeles; E. P. Van Ness, Secretary, Pennsylvania Association of School Boards; James Marshall, President, Board of Education, New York City; Franklin Robinson, President Board of Education, Long Beach; and others from various parts of the country.

The splendid cooperation shown by various states and educational organizations in participating in this first annual meeting of the National Council indicates the ever-growing feeling that there should be a closer understanding between professional and lay groups interested in public education. This is particularly true at the present time, when consideration of the national emergency engages the attention of administrative and governing boards alike. The National Council provides a clearinghouse for ideas and activities, as well as a method for easy publicity through many sections of the United States.

During the Executive Meeting Mrs. I. E. Porter was reelected President, and W. A. Clifford, Secretary-Treasurer, of the National Council. The Board of Directors includes Francis Brady; Ira E. Garman, Past-President, Illinois State Association of School Boards; D. A. Best, President, Pennsylvania State Association of School Boards; Guy Phillips, Secretary, North Carolina State Association, and Russell M. L. Carson, President, New York State Association. Annual meetings will be held each year during the convention of the American Association of School Administrators, with the possibility of program meetings during the summer conventions of the N. E. A.

LEGISLATION

Proposals Affecting Public Education

Almost four thousand proposals were introduced during the first session of the 1941 Legislature, several hundred of them pertaining directly or indirectly to public education. The California School Trustees Association Legislative Committee is making a careful study of all of these bills, and information is available from the chairman John J. Allen, Jr., at 902 Syndicate Building, Oakland, or the secretary Mrs. Porter. Some of the more important bills are listed below, and school trustees are invited to send their requests or suggestions to Mr. Allen or Mrs. Porter. No comment as to the possible effect of these proposals if enacted into law is made in this article, but a list of approved bills will be published shortly.

S. B. 117 Relates to education costs of High School pupils residing in elementary school district not included in High School District.

S. B. 110 Amends Tenure law by increasing minimum provision for A. D. A. from 850 to 4,000.

S. B. 150 Authorizes organization and maintenance of companies of high school cadets.

S. B. 175 Increases to $1,000, the cost of repairs which school boards can make by day labor (present limit $500).

S. B. 221 Reduces teacher units to twenty-five, or fraction thereof, A. D. A. (Present law provides for 35 A. D. A.).

S. B. 225 Increases powers of State Board of Education and provides methods of removal of school trustees from office.

S. B. 268 Provides a minimum salary of $100 per month for each non-certificated school employee.

S. B. 392 Provides for civil service for non-certificated school employees in districts having 850 A. D. A. or over.

S. B. 416 Amends State Employees Retirement Act. Also refers to non-certificated school employees.

S. B. 487 Amends law to provide for continuous summer vacation of not less than 90 days.

S. B. 538 Amends present law providing for State textbooks used in any State institution where instruction in elementary branches is given.

S. B. 756 Permits boards of school trustees to subscribe for membership in State organization of governing boards.

S. B. 757 Provides for payment of expenses of school trustees delegated to attend state school conventions.

S. B. 779 Gives authority for payment (upon request of teacher) of premiums for group life and disability insurance premiums.

S. B. 727 Provides for establishment of compulsory military courses in junior and state colleges.

S. B. 836 Amends present law with regard to sick leave of teachers, and provides for cumulative leave up to 25 days, with pay.

S. B. 843 Relates to jurisdiction of State Board of Education.

S. B. 873 Relates to board and lodging of high school and junior college students.

S. B. 874 Provides for administration through State Department of Education of courses furnished by Federal grants.

S. B. 915 Amendment to tenure law.

S. B. 1018 Provides additional powers of school boards in leasing of property.

S. B. 1031 Relates to visual education and provides for levy of additional taxes for provision thereof.

S. B. 1048 Amendment affecting Teachers Retirement Law. Sets up Board of Management. (At present Fund is managed by State Board of Education.)

S. B. 1145 Repeals SC Sec. 2.1370 and abolishes State Board of Education.

S. B. 1209 Would eliminate over-all tax rates in school districts.

SCA 12 Sets up qualifications for office of county superintendent of schools and provides new methods of fixing salary for said office.

A. B. 11 Relates to use of school buildings. Authorizes governing boards to permit use of school property without charge under certain conditions.

A. B. 84 Limits employment of non-certificated employees to not exceed 44 hours a work week.

A. B. 102 Adds new section to Political Code and provides that no employee of any district of the state can continue to hold a position if he has obligated himself to support or maintain or further the military activities or policies of any foreign government. Also provides that any person who knowingly appoints such an employee is guilty of a felony.

A. B. 144 Authorizes payment of non-certificated employees twice a month.

A. B. 178 Provides for formation of vocational high school districts.

A. B. 195 Relates to tuition charges for educating elementary school pupils who attend a junior high school.

A. B. 196 Provides for payment of salary to members of city boards of education, at rate of $10 per meeting, not to exceed $50 per month. Provision also includes members of junior high school boards.

A. B. 255 Provides State kindergarten support at rate of $30 per pupil A. D. A.

A. B. 285 Relates to leave of absence of public employees called to military service.

A. B. 314 Amends present law and provides that certain material and equipment adopted by county board of education shall be purchased by governing board of elementary school districts.

A. B. 360 Changes date of election of school trustees from first Friday of June to third Friday of May, and increases time for notification from 15 to 30 days prior to date of election.

A. B. 362 Authorizes school boards to grant use of schools for certain activities during regular school hours, for which a charge may be collected.

A. B. 370 Amends present law governing costs of equipping cafeterias.

A. B. 462 Provides that all school busses shall be painted red, white, and blue.

A. B. 570 Appropriation to take care of costs necessary to take care of unusual increases in attendance of pupils in school districts adjacent to government camps, or because of additional work for national defense.

A. B. 664 Relates to support of audio and visual education programs.

A. B. 883 Amends school code relating to dismissal of permanent employees. Provides for appointment and payment of referees to examine into causes of dismissal.

A. B. 1020 Requires establishment of merit system for non-certificated employees in districts having 850 A. D. A. or over. Mandatory.

A. B. 1062 Repeals S. C. sec. 6.34.36, which provide that school district may do work by day labor.

A. B. 1066 Amends Tenure Law and defines term "incompetency" as used in code on causes of dismissal of permanent employee.

A. B. 1067 Amends existing law and eliminates certification requirements for lecturer employed by school authorities when not more than four lectures are given.

A. B. 1170 Adds new section and authorizes governing boards in district maintaining junior college to purchase and resell to students texts and instructional material.

A. B. 1195 (Same as S. B. 1209) Eliminates provisions for over-all tax for school districts.

A. B. 1248 Relates to payment to governing board of portion of cost of transportation of pupils under certain conditions.

A. B. 1409 Provides that governing board may purchase and resell to pupils at cost supplies not required to be furnished in connection with class work.

A. B. 1478 Adds new section, and provides method of dismissal of non-certificated employees under civil service. Order of lay-off to be determined by length of service.

A. B. 1756 Another amendment relating to merit system for non-certificated employees.

A. B. 1787 Adds new section to school code and provides merit system for non-certificated employees of school districts.

A. B. 1877 Relates to alternate merit system for non-certificated employees.

A. B. 1931 Abolishes Santa Barbara State College as separate college, and creates at Santa Barbara a branch of the University of California.

A. B. 1965 An Act to provide for development of vocational education by acceptance of Federal Funds.

A. B. 1980 Amends present law relating to charges for use of schools and grounds.

A. B. 2349 Relates to use of school buildings by members of communist party.

A. B. 2410 Relates to discrimination on account of race, color or religion.

KERN COUNTY TRUSTEES MEET

In spite of inclement weather an audience of more than sixty assembled at the Wasco Elementary School to enjoy the quarterly meeting of the Kern County Trustees on February 14. This was a dinner meeting, and the tables were beautifully decorated in the Valentine theme. President Ben F. Stinson had arranged a program including addresses by Principal Paul Giddings of Tehachapi, District Superintendent Harry Franham of Standard Schools, H. O. Wands, Field Representative in charge of Surplus Commodities, Mr. Bernard Ely, Assistant County Superintendent of Schools, and Mrs. Porter, State Secretary of the California School Trustees Association.

Book Reviews

From Frye & Smith, Ltd., San Diego

PALOMAR—From Tepee to Telescope, by Catharine M. Wood. Price $2.00. Palomar suggests to most people the site of the world's largest telescope. It is an interesting site for many other reasons, however. Miss Wood, associated with the San Diego School System, was attracted by the legends and folk-lore of the region and began a detailed study of it nine years ago, long before the telescope was started. Her book covers the region from the time of its early Indian inhabitants through the periods of the Spanish missions and American pioneers down to the time of a modern C. C. C. camp and the climax of the region's history, construction of the great telescope. There is a special section on the plants, animals, and wild life of the region. The book is one of a growing number in which the historical wealth of individual localities is being collected, often from the narratives of surviving but rapidly passing pioneers. It is an important small contribution (150 pp.) to this group and should be included in all public and school libraries.

From the F. A. Davis Company

CONTINUED STUDY UNITS: Social Life, The American Way; European Backgrounds, The Contributions of the Dutch. By Isaac A. Serven. These books, of approximately one hundred pages each, are two of a series of publications planned by the publisher to supply factual material which will supplement and correlate with textbooks in history, geography, civics and government. Over five hundred topics for these publications have been selected as an objective. The series is intended to make it possible for the student to do research work without having to use only reference books that are written for adults. Social Life, The American Way, has the following divisions: The Americans and Their Way of Life, Seedbed of the American Way, Taproots of Americanism, American Liberty and Law. The last division is especially helpful; it is a complete and well-simplified explanation of the various components of American government. The author is particularly at home with his subject in *European Backgrounds, The Contributions of the Dutch,* since his ancestors were among the early settlers in New Netherland. The book relates in easy interesting style the role of the Dutch in the building of America from the discovery of New Netherland to the present day.

From Ginn and Company

STORIES OF AMERICANS AT WORK by Davis, Getchell and Foss. Price, $1.24. A revised edition of *Stories of the Day's Work.* The revision follows the aim of the original edition to bring together stories abounding in action and human interest for boys and girls in high school. The only substitutions are some selections which are more modern and several which have a distinct feminine interest. The stories cover a wide range of topics with particular emphasis placed on the dignity of all honorable work. The selections are from the works of well-known authors such as Dorothy Thompson, James B. Connolly, Charles F. Kettering, Edward Bok, and Mary Ellen Chase. Exercises follow each selection. There are words for study, subjects for themes and talks, questions for discussion or debate, lists of books for collateral reading, class exercises and special assignments.

From Prentice Hall, Inc.

CALIFORNIA by John Walton Caughey. Price, $5.00. At first sight one might wonder why another adult book needed to be written on the history of California since so many excellent and recent histories are available. This book has some particular features, however, that make a new contribution to the literature on California. It is a study with perhaps a more definite point of view of giving us the history of those geographical and economic features that are most important in the larger development of the life of contemporary California. The book is also valuable in addition to those we already have because it brings the story of California down to the present day, and its bibliography is unusually full. It is arranged under topics with adequate commentary from the author to guide the person who is not trained in using the sources.

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OFFICIAL BULLETIN OF THE CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

Annual Convention of the American Association of School Administrators

MORE THAN SEVENTY-FIVE YEARS AGO the superintendents of schools in the United States held their first convention at Harrisburg, Pennsylvania. Nearly every year since that time the best minds of the profession have assembled to discuss practices and problems in school administration.

In 1937 a new constitution was adopted changing the name from the Department of Superintendence to the American Association of School Administrators.

This year the annual meeting was held at Atlantic City, February 22 to 27, where upwards of twelve thousand delegates and visitors were in attendance. The convention theme was: To Provide for the Common Defense; to Promote the General Welfare; to Secure the Blessings of Liberty.

The annual winter meetings have been so largely attended that only a few cities are able to provide adequate accommodations for the delegates. San Francisco, with its large civic auditorium, and numerous fine hotels, has recently been added to the list of cities that can meet the minimum requirements outlined by the executive committee of the association. A large delegation of California superintendents who attended the Atlantic City convention extended a most cordial invitation to all association members to meet at San Francisco in February 1942. A favorable decision is confidently expected.

WILLIAM F. EWING
Superintendent of Schools,
Oakland, California

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
The Fishing Industry, By Charles E. Hamilton 10
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

April, 1941

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

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School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

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Florence C. Porter Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

At long last public education in the United States is being put upon the stand to undergo a severe cross-examination of what principles of government, what expositions of our democratic form of government, what proselytizing of our manner of governing ourselves have been the basic background teachings in the public schools of the land from the elementary schools into high school and through college. The fire of criticism set off by the report of Professor Ralph West Robey of Columbia University on social science books used in our schools in which he showed a tendency of some books to belittle our form of government and, as Professor Rugg has recently stated, "to debunk" some of our historic characters has been enhanced by the activities of the New York State Legislature Rapp-Coudert committee investigating "subversive activities." This committee has just arrived at the investigation of Communism in the schools of New York City. Testimony has been given before the committee in particular about communist members in the colleges of the city, especially "City College." A former member of the Communist organization said that some forty members of that college's faculty and even more of the fourteen hundred members of that group were active Communists, heads of cell-groups working for the overthrow of the government of the United States.

There was immediate denial by practically every member so charged that they were Communists or had ever hewn to the party line. Someone is departing from literal truth. James Marshall, president of the Board of Education of New York City, has since stated that public school teachers' membership in the Communist party or in Nazi or Fascist groups, if satisfactorily proved, would constitute cause for dismissal from the school system. The Board of Higher Education of the City of New York has made a pronouncement of the same kind. Corporation Counsel of New York City, William Chanler, recently told a special committee of the Board of Higher Education, "It is my opinion that there is ample basis for a charge that membership in the Communist party violates Section 12-A of the Civil Service Law" (of New York State). This Civil Service Law provides that no person shall be employed in any educational institution in the state who "organizes or helps to organize or becomes a member of any society or group of persons which teaches or advocates that the government of the United States, or of any state, or any political subdivision thereof, shall be overthrown by force or violence, or by any unlawful means."

Findings recently submitted to the Legislature by the Rapp-Coudert committee, Mr. Chanler pointed out, establish that "the basic creed of Communism is the advocacy of a forcible and violent revolution by the workers to overthrow the existing form of government and to establish the dictatorship of the proletariat." Mr. Chanler cautioned, "the bringing of charges does not in itself establish the fact that the teacher accused is a member of the Communist party. He is entitled to a trial and the truth of the charges must be determined by your board upon evidence." The crux of the matter lies in the fact that it is going to be very hard to prove membership in the Communist party, since a member is registered in the party by a different name from his own, and a denial of membership in the party is according to party principles, if it will forward the interests of the Communist party.

Whether the fact that the person accused is known to have associated constantly with professed Communists, or to have favored causes or associations dominated by Communists, is sufficient grounds for dismissal is yet to be proved. Charges have been made that seven large New York City high schools were hotbeds of Communism. The principals of the schools so labeled have denied the charges. The right of teachers to join a "legal political party," which means the Communist party, has been defended in a statement of principles just adopted by the American Committee for Democracy and Intellectual Freedom. The Communist party is a legal political party in New York State. At present writing it looks as though its legality will be of short duration, because a bill has already passed the State Senate which goes this far: it provides for the withholding of state aid moneys to educational institutions that permit the teaching of subversive activities. In addition, the Teachers Union of New York City No. 5, an A.F.L. affiliate, is under fire as being dominated by Communists. The withdrawing of its charter has already been voted by the A.F.L. Denial by this organization is made of the charges. Here again, the only visible evidence of Communism is that in many cases these same people are found advocating measures fostered by Communists and that they associate with Communists. This teachers' union claims over 6000 members of the total of 40,000 school employees in New York City. An independent check shows some 2500 actively strong in union work, most of these being in the lower wage classifications and part-time employees.

The great mass of the teachers are resenting the publicity of this vociferous minority. The question naturally arises why make so much of the communistic activity among public educators if it only represents a small proportion of the teaching profession. The reason lies in the fact that revolution is generally caused by a small fighting minority. It was so in Russia. It is stated less than 200,000 persons maneuvered the Communist revolution in that nation of 170,000,000. The large cities of the eastern seaboard as a whole have a large proportion of their inhabi-

tants who still look to Europe as the homeland rather than to America. Defenders of American Education demand that the teaching force shall be 100 per cent American and that public moneys shall not be spent for the inculcating of ideas that will tend to tear down the democratic institutions of the United States.

With heavy Defense taxation in the offing the cost of public education is undergoing even closer scrutinization, if that is possible. In New York City the decline of elementary population of around 75,000 during the past two years and of over 100,000 since 1935 with no per capita lessening of the cost per child has led to much speculation as to whether such costs are justified. During these years of markedly falling attendance the total cost of instruction in the elementary schools rose from $67,524,565 in 1935 to $73,600,991 in 1938 and was still $72,084,535 in 1940. Elementary per capita cost was $98.41 in 1935. In 1940 it was $124.73, the highest on record. The per capita costs for junior high schools in 1940 were $124.40 and $162.01 for senior high schools. Administrators claim that the rise in costs is due to the fact that New York City is manned by an increased number of teachers in the highest wage brackets. Compulsory retirement is at 70 years of age. Relief could be secured from the maximum wage payrolls if the retirement was reduced from 70 years to 65 years. The Board of Education of New York City has just approved the Coudert bill before the State Legislature reducing the retirement age of teachers from seventy years to sixty-five years. If this law is passed it will be possible to reduce the salary roll considerably by replacing teachers on the highest level with young teachers commencing at the lowest level.

The difficulty of retiring physically or mentally unstable teachers is also aided by another bill by Frederic R. Coudert, Jr., which would authorize the Superintendent of Schools to require any person employed by the Board of Education to submit to a medical examination to determine "the mental or physical capacity of such person to perform his duties." The Superintendent would be permitted to order such examination only upon a report in writing from the individual's supervisor, saying that such an examination should be made. This bill was called for by the fact that at the present there was no way of forcing a teacher to take an examination. The former head of the Medical Department of the City Schools had charged around 2,000 of the 30,000 teachers were incapacitated either physically or mentally for school work. This fact was denied by teacher organizations but had certain bases of fact.

Emphasis upon the teaching of the Spanish language in the public schools of the country in an effort to increase Western hemisphere solidarity is on the increase. This is counter to the advocacy in past years of numerous progressive professors of education who have decried the teaching of any foreign languages in the public schools of the nation. This policy has been promoted more in the western part of the United States than in the middle or eastern sections. The newest development along this line has been arrangements for courses in Spanish conversation by the National Council of Women of New York City for leaders of women's organizations to further understanding and more cordial relations between women in the Western hemisphere. Ten lessons combined with talks on South American culture have been arranged by the council's committee on international affairs in cooperation with the Union de Mujeres Americanas, whose members are former residents of South America. Miss Henriette Hart, chairman of the international affairs of the council, opened the series the last of March to club leaders. These key women are then invited to duplicate the courses within their own organizations. Cooperating groups include the General Federation of Women's Clubs, National Committee on the Cause and Cure of War, Women's City Club, National Federation of Business and Professional Women's Clubs, and the American Association of University Women.

The case for corporal punishment is again before the public eye. It will not out. In New York City a group of junior high school teachers recently appealed to the Board of Education that the by-laws of that body be changed to allow corporal punishment of students, at least in extreme cases. Dr. Harold G. Campbell, Superintendent of New York City Schools, stated in reply, "Corporal punishment is never justified. Real teachers have never been known to need the rod." He continued, "The 'real teacher' possesses qualities which the unruly student respects." As for a suggestion by Thomas F. Lynch, assistant principal of Junior High School 178, Brooklyn, that principals be allowed to use corporal punishment in some cases, Dr. Campbell said principals have their jobs simply because "they are supposed to possess these qualities to a greater degree." Ellsworth Buck, vice-president of the Board of Education, said he was "definitely opposed to corporal punishment by classroom teachers." "As to principals, I am open-minded," he said, "I would like to hear more of the pros and cons." Again the *New York Herald Tribune* comes out with an editorial on the matter as follows, "The suggestion put forward by Thomas F. Lynch, assistant principal of Junior High School 178, in Brooklyn, that the by-laws of the Board of Education prohibiting corporal punishment or other forceful methods be changed to take care of 'certain extreme cases' has received the support of many other teachers, and, if put to a vote, it doubtless would be supported by many parents who are familiar with the behavior of the occasional intractable youngster. There is another side to the case, of course, and strong arguments can be brought against corporal punishment as a relic of a more barbarous and unscientific era, but the teachers have a wealth of sad experience on their side when they argue against the by-law which ties their hands and makes it difficult to deal with refractory young hellions. Nobody wants to return to the days when the teacher first had to impress his physical superiority over his classes before the business of learning could be expected to proceed, but a touch of the birch now and then where it will do the most good has a good deal to be said for it. Some of New York's public schools are not greatly handicapped by this problem; others, depending largely upon the neighborhood, report the problem is really grave, and that a rambunctious minority can cause an enormous difficulty. The proposal to amend the rules to take care of such extraordinary cases deserves serious study."

Western School News

Edited by MORRIS WAGNER

HIGH SCHOOL PRINCIPALS AT OAKLAND

By Charles L. Geer

The opening general session of the Secondary Principals' Convention, April 7-9, brought greetings from the City of Oakland and from William Ewing, City Superintendent of Schools. However, most of the morning program consisted of the patriotic review, "Listen Mr. Speaker." The spectacle caused many heart liftings and winky eyes, even in toughened old principals and it takes something pretty good to touch some of these hardened old hearts.

The great halls of the Hotel Oakland were full for three days and three nights with high school principals, bookmen, appointment secretaries, teacher agency representatives and all the folk who directly or indirectly follow high school business and management. Here in the halls there was always a crowd, even to midnight, and here as always the best part of the convention functioned. I have attended every high school principals' convention since the first one held at Fresno in 1915 and it is a great pleasure to renew talks with folk who have been my acquaintances and in most cases my friends for over a quarter of a century. Many of them I see only once a year, but we always continue from where we left off the year before.

Arnold A. Bowhay, president of the Association for the past two years, was succeeded by Earle E. Crawford, Principal of Glen County High School. Jesse M. Hawley of Fillmore High School of Ventura County was elected Vice-President and Forrest Murdock of San Jose and Harold Brooks of Long Beach were elected members of the Executive Board. Hollywood was recommended as the 1942 convention city for the association.

It is not possible for any one person to attend all the sessions. If a man was like a cat and had nine lives, and besides had a separate body to go with each life, it would not be possible to attend quite all the section meetings, and if that could be arranged even then he would miss out on the halls, and a number of committee meetings.

Federal, State and local administration of the National Defense program was discussed at a section presided over by William F. Ewing, city superintendent of Oakland schools, with J. C. Beswick, chief of the Bureau of Trade and Industrial Education of the State Department of Education as principal speaker. Also on the program were Dwight C. Baker, president of Modesto Junior College; Homer Fetty, supervisor of National Defense for Los Angeles County Schools, and R. G. Wagenet of the State Department of Employment.

National defense co-ordination for rural youths was discussed at another section meeting at which Howard O. Welty, principal of Oakland Technical High School, presided. Speakers discussed agricultural and industrial occupations, and co-operative arrangements with the Civilian Conservation Corps.

"An All-Out Program for Youth" was the theme of several sections which discussed such problems as obtaining jobs for school graduates, health instruction and continuing education.

Language arts problems, school credit, co-operation with the Civilian Conservation Corps, legislation affecting education and the junior college were among other discussion topics.

The section meeting I enjoyed most was one organized and managed by Miss Edith E. Pence, Director of Curriculum, San Francisco Schools. The program was Science Section—San Francisco Junior High Schools. The first speaker, Miss Olga Schwellinger, Instructor at Horace Mann Junior High School, outlined the whole Junior High Science program and the other speakers took up various phases of the program. Mabel Hibbard, Edward Goldman, Helen Nicholson, William Andrews, and Mary McCarthy very ably represented the San Francisco School System. If the rest of the school system of San Francisco is as good as those representatives from the Junior High Science department proved to be, the system has little to be worried about.

The banquet of the Association on Tuesday night was marked by two fine numbers, the choir of Humboldt Teachers College and a speech by Newton H. Bell on "Political Cross Currents in the Mediterranean."

I have not been an active member for the past three years but get a great deal of satisfaction in associating with the group. I once said in a speech to the high school principals, "Other creatures of beauty or use are protected by the game laws, but there is no closed season on high school principals." I still rate them as of beauty and use.

STATE CONFERENCE OF ELEMENTARY PRINCIPALS

"Democracy in Action" was the theme of the state conference of elementary principals held in San Francisco April 6-9. Superintendent Joseph P. Nourse welcomed the first general session delegates at a meeting at the Hotel Whitcomb on Sunday evening, April 6, at which Miss Helen Heffernan presided. Joining with Superintendent Nourse in greeting the delegates were Miss Carrie Daly, president of the C. E. S. P. A. and chairman of the committee on local conference arrangements, Mrs. E. K. Strong, president of the California Congress of Parents and Teachers, and Dr. Alexander C. Roberts, president of San Francisco State College. Irving F. Reichert gave the opening address, "Builders of Tomorrow."

On Monday, Dr. Edwin A. Lee, University of California at Los Angeles, spoke on "Problems Confronting Education in a Democracy." He said, "Education must fight mediocrity as one of the greatest dangers in any government. We must be certain that the men who become our leaders tomorrow know and understand American democracy."

Probably the most realistic and thought-provoking address of the Conference was that of Dr. John A. Sexson, Superintendent of Pasadena City Schools, who spoke on "Democracy as a Way of Life." He said, "If we compare traditional democracy with some of its chief rivals today, there is one outstanding difference. Democracy in America has been an exclusive political term associated with voting and the rule of the majority. The fact that a person believed in the principle of democracy carried no necessary implication with respect to his beliefs or his moral standards. This is by no means true of the movements which challenge democracy. To know a person is a Nazi or a Communist is to know a great deal about him —his economic beliefs, his religion, his moral standards. Both communism and Hitlerism provide their adherents with a distinctive way of life. Can the same be said of Democracy?"

The subject of counseling and guidance in education was discussed by Dr.

Herbert H. Stolz of Oakland. The essence of a counseling program is not in the administrative offices, Dr. Stolz said, but in the classrooms of a school. The classroom teacher herself is in the best position to give effective guidance and counseling because she knows the children in her care intimately and over a long period of time.

Helen Heffernan, speaking on "A Program for Elementary Education" said that the school must provide: Learning experiences on grade levels; Social and economic problems within the grasp of the child; An opportunity to build basic philosophy and principles; Attention to healthful environment; Evaluation of its program.

A special feature of the sessions this year was dramatization of various principles and practices. In this way teachers had a chance to see desirable techniques demonstrated rather than merely described. Such a dramatization was, "The Principal Holds a Conference of Teachers" under the direction of Mrs. Frances C. Lanyon. In the course of this dramatization the many subjects discussed included Bulletins, Demonstrations, Study Groups, Professional Reading, Safety, Promotion, Surplus Commodities, Movies, Council Reports, Teacher Contacts with Parents in Relation to Guidance, Games, Sportsmanship, and Discipline.

Officers elected for the coming year are: president, Emil J. Spiering, principal of the elementary school at Ferndale; vice-president, Edward P. O'Reilly, principal of Lincoln School, Sacramento; secretary, Kathleen Stevens, principal of Lockwood School, Los Angeles; treasurer, Eva M. Ott, principal, Sherman Elementary School, Oakland.

LONG BEACH PRINCIPALS ARE HOSTS TO SOUTHERN SECTION C.E.S.P.A.

It has been the custom during the past five years for the State Department of Education and the California Elementary School Principals Association to sponsor jointly a program of classroom visits in some one of the various sections of the State. On March 15 the Long Beach principals acted as hosts to the Southern Section for such a meeting. Thirty-three classrooms were open on Saturday morning for the large number of principals and teachers who came to Long Beach to observe teachers working in typical situations in the elementary schools.

The purpose of the meeting was to

The weather man relented and the Ides of March dawned a glorious day that attracted a record crowd for the splendid program of professional study and recreation planned by the local principals. furnish an opportunity for the visitors to see regular classroom work. There was no attempt to stage "a show" but rather to have those in attendance see how Long Beach was carrying out a program for young children. A variety of work was offered. There were work periods, reading, arithmetic, art, music, construction work, discussion periods, rhythms, and other types of classroom procedures.

Children and teachers worked together for one hour, from 9:30 to 10:30. Following the observation a discussion of the work seen was conducted by educators from various parts of the south. This discussion gave an opportunity for the observers to raise questions relative to techniques, equipment, curriculum practice, and local policies. Reports indicate that the observations and the discussions were replete with helpful ideas and suggestions for those in attendance.

The splendid cooperation of the teachers in the five schools opened for the meeting made the success of the day possible. The response of the parents in arranging for children to return to school for one hour on Saturday morning was the most gratifying and in most instances teachers were seen handling the usual number of children enrolled. All the classrooms in the five buildings were open and the visitors were free to look about after the scheduled program was over.

The luncheon meeting was held at the Hilton Hotel. Edward G. Hummel, President of the Southern Section, presided. Dr. Kenneth Oberholtzer, Superintendent of Schools in Long Beach, addressed the principals on the theme "Trends in Elementary Education." Dr. Oberholtzer gave an outstanding talk that was much appreciated by the large number in attendance at the luncheon. Miss Helen Heffernan, Chief of the Division of Elementary Education, State Department of Education, always a dynamic and stimulating speaker, spoke on the responsibility of elementary school principals in meeting the needs of young children in a time of social crisis.

A trip around Long Beach harbor had been arranged by the local committee through the courtesy of the Chamber of Commerce, and many of the visitors took advantage of the unusual opportunity "to cover the water front."

The day will be one long remembered by those who availed themselves of the chance to see some of the work going on in the Long Beach schools and enjoy the hospitality of the local principals. The many persons responsible for the arrangements are to be congratulated on the success of the day.

STATE HISTORICAL ASSOCIATION IN JEOPARDY WRITE YOUR REPRESENTATIVE

The State Historical Association has been deleted from the Governor's budget for 1941-1943 and a bill now pending seeks to *abolish* the Association and transfer its powers and properties to the University of California. No state in the Union has a more colorful and dramatic history than California. Certainly all Californians, but especially educators, should consider it a point of pride to maintain the Association which preserves historical relics and data. The extent and importance of this material demand a separate institution with the sole concern of making California history available to Californians. Please write immediately to your representatives at Sacramento urging continued support of the State Historical Association.

U. C. SUMMER SESSION CONFERENCES

Conferences planned to be held during the 1941 Summer Session of the University of California are:

- School Executives Conference, July 14-25;
- Conference on Visual Education, July 21-25;
- Conference on Secondary Education, July 21-August 1.
- Conference on Junior College Terminal Education, July 7-18.
- Reading Conference, July 7-12;
- Vocational Education Conference, July 28-August 2.
- School Health Education, June 30-July 19.

The first Reading Conference was held last year and was so markedly successful that many requests were received for a return engagement this year. The Vocational Education Conference is particularly timely in view of the reallocation of jobs necessitated by defense production. Timely also is the Institute on School Health Service and Education since national defense has brought about a re-emphasis on all phases of health service and education.

SACRAMENTO CONFERENCE OF EDUCATIONAL POLICIES COMMISSION

A most important educational conference on "Educating Youth for the Responsibilities of American Citizenship" was held in Sacramento, March 21. The conference was one of two held in California out of 30 regional conferences slated for the entire country. The meeting was an invitational affair under the sponsorship of the Educational Policies Commission of Washington, D. C., in cooperation with the Sacramento city schools.

Superintendent Charles C. Hughes of Sacramento gave the keynote address of the Conference. He was followed by Attorney Albert Sheets who spoke on "The Nation's Needs for Trained Citizens." Dr. William G. Carr, Secretary of the Educational Policies Commission, then discussed the subject, "The Schools' Response to the Nation's Needs." This address was based on the Commission's recent study of citizenship education in 90 American high schools and reported in the book, "Learning the Ways of Democracy." G. L. Maxwell, Assistant Secretary, Educational Policies Commission, led a general discussion on "How Can the Schools of this Region Educate Youth for the Responsibilities of American Citizenship?"

The program continued with the setting up of five round-table discussions. These groups were led by representative educators under the general theme, "How Can We Do a Better Job of Citizenship Education?" A sub-topic was assigned to each group: "Through Democratic Administration of Schools?" J. R. Overturf, Superintendent of Palo Alto Schools; "By the Use of Democratic Practices in Classroom, Shop, and Gymnasium?", F. Melvyn Lawson, principal, Sacramento High School; "Through What We Teach in the Course of Study?", Dean Frank N. Freeman, University of California; "In Students' School Activities Outside the Classroom?", Arnold C. Argo, District Superintendent, Redwood City; "By Students' Activities to Improve Their Communities?", Ruth E. Mendenhall, Los Gatos Union High School.

In his address on "The Schools' Response to the Nation's Needs" Dr. Carr described the six months' examination of 90 selected secondary schools throughout the nation which was made by the Educational Policies Commission. The Commission chose the thirty secondary schools which it considered were best practicing the principles of real citizenship on a democratic basis. California is honored by having two of its schools included in this group—the Sacramento Senior High School and the C. K. McClatchy Senior High School.

Readers interested in other highlights of the Sacramento Conference may secure a report prepared by the Public Forum and Speakers Bureau, 585 Bush Street, Arthur Chamberlain, Director.

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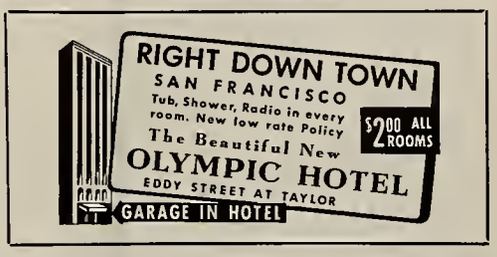
SAN JOAQUIN VALLEY ADULT EDUCATION CONFERENCE

Tulare was host to the adult education instructors from all over the San Joaquin Valley at a spring conference on March 29. Dr. J. O. McLaughlin, president of the Valley Association, opened the meeting and introduced Dr. Hubert Phillips of Fresno State College. Dr. Phillips spoke on the National Defense Program and Adult Education Program, picturing the increased amount of work done outside the established adult education classes. The question arose as to what was actually being done in the present program and what could be done if the problem were really studied. Most of the audience agreed that a course to develop appreciation of American institutions and government would be tremendously worthwhile. The course must necessarily be factually sound and broad. It must be constructive. The series might be of the forum type, followed by classes. This led to a discussion of forums: what they are; how they meet a need—or do they?; are they adequate; to what extent have they been developed, and how can more leaders be developed?

A report briefly outlining the Federal agencies active in adult education was presented and commendation was given to the Department of Agriculture, C.C.C., N.Y.A., Army Department and Navy Department.



An informal luncheon was held with about fifty guests who chatted back and forth across the tables about the coming Adult Education Workshop at Mills College June 22 to July 12 and about Citizenship Day on the third Sunday in May. Various plans were discussed for "I Am An American" Day.

MARY BOLAND AT CURRAN THEATER

Mary Boland, noted stage and screen comedienne opened at the Curran Theater Monday night, April 14, in "Meet the Wife," three act farce by Lynn Starling, under the management of Russell Lewis and Howard Young. The engagement is for two weeks only. In addition to the regular evening performances there will be bargain matinees Wednesday and Saturday.

This is Miss Boland's first stage vehicle since the New York musical success, "Jubilee" by Moss Hart and Cole Porter. She achieved previous triumphs in "Face the Music," by Irving Berlin, "The Vinegar Tree," "Cradle Snatchers" and other Broadway shows. Since following the trek to Hollywood, she has become Metro-Goldwyn-Mayer's ace comedienne. She was starred in "The Women" and "Pride and Prejudice."

In "Meet the Wife" Mary Boland portrays a feather-brained New England charmer who gets involved in matrimonial adventures. Her supporting cast includes Jean Cagney, Paramount starlet who appeared here last autumn in Noel Coward's "Tonight at 8:30" plays, John Roche, Vernon Steele, King Kennedy and Alexandra Brackett.

NEWS NOTES

Mrs. Eva N. Rademacher is now Director of Elementary Education in the Redlands public schools. She succeeds Gretchen Wulfing who resigned from the position to become Director of Kindergartens and Primary Work in Oakland. With the exception of two years in secondary schools all of Mrs. Rademacher's thirteen years of teaching experience has been in the elementary grades, both primary and intermediate. For seven years Mrs. Rademacher was teaching principal in two elementary schools, Newgulf and Mercedes, Texas. She obtained her B. A. from Peabody College for Teachers, Nashville, Tennessee, and did graduate work at Peabody during which time she received teaching experience in the Peabody Demonstration School. She attended Stanford during 1937-38, and during the summers of 1937, 1938, and 1939, obtaining her Master's degree. She has completed one year's work at Stanford toward her Doctor's degree. Mrs. Rademacher went from Stanford to Imperial County as director of rural education and then to Redlands in 1940.

The Sacramento Science Teachers Association, organized in 1938, now has an enrollment of seventy-three active members. Mrs. Sophia Mason, President of the Association, has presided this year over several events such as a dinner meeting on October 8, colored motion pictures on October 17, and luncheon-institute week, November 19. At a meeting March 27 in the Professional Library, there were lectures and sound-colored motion pictures on scientific subjects. The members are teachers from Sacramento junior high schools, elementary, primary and kindergarten schools. Plans are being made for a scientific field trip and barbecue this spring. Other officers of the Association are: vice president, Edna Conrad; treasurer, Jane Gates, and secretary, Viola N. Coe.

O. S. Hubbard has been Coordinator of Secondary Curriculum in Santa Clara County under Superintendent Lewis H. Britton for the past two years. In this capacity Mr. Hubbard's work extends to problems of the curriculum in the high schools, to problems of coordination between elementary and high schools, and to problems of research in which high school principals are interested. Mr. Hubbard came to Santa Clara County from the University of California where he had been doing graduate work after leaving the superintendency of the Fresno city schools. He received the degree of Ed. D. in 1938. Prior to his service in Fresno he had been district superintendent at Madera and Lindsay.

Francis W. Noel, Visual Education Director of the Santa Barbara City Schools, has been engaged to teach three courses at the University of Southern California this summer: Introduction to Audio-Visual Education, Workshop in Audio-Visual Education, and Educational Use and Appreciation of Radio and Recordings. His report to the American Council on Education, *Projecting Motion Pictures in the Classroom* (Washington, D. C.: American Council on Education, 1940) is just off the press. It deals with the arrangement of physical conditions, selection of equipment, and training of personnel in the Santa Barbara schools, an evaluation center of the Motion Picture Project.

Lillian A. Lamoreaux, Director of Curriculum and Instruction, Santa Barbara City Schools, will return to the Harvard School of Education staff this summer as one of the directors of the Workshop in Elementary Education. Miss Josephine Murray, Director of Music in the Santa Barbara schools, will also return to the Harvard Workshop.

The National Council of Administrative Women in Education, California Bay Section, will hold their regular spring luncheon meeting at the Benjamin Franklin Hotel in San Mateo, May 24, at 1:00 P. M. The theme of the meeting will be the strengthening of women's place in administrative work in education. Dr. Dorothy Kaucher, Associate Professor of Speech, San Jose State College will speak on "Women and the Progress of Aviation."

Reservations should be made before May 20, with the secretary, Mrs. Cecilia G. Stager, 1340 Lombard Street, San Francisco. The price of the luncheon is $1.10.

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Dr. Madilene Veverka, Associate Director of the school, will again give her interesting course in European Backgrounds, so that students may better interpret happenings on the present European stage. The outstanding courses in natural science given by Roland Case Young are included this year also. Many sightseeing tours are planned under the direction of a trained hostess familiar with all places of interest in California.

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The Fishing Industry

A Curriculum Unit at Fifth Grade Level

By CHARLES E. HAMILTON, Teacher, Needham School, Lodi
T. W. CHAPMAN, Assistant Superintendent of Schools

Today, as for centuries, the fishing industry affects the lives of millions of people. In the past, as he sought fish for food and profit, man aided in the development of new trade routes, discovered new lands and waters, and even participated in international disturbances. Our country is outranked only by Japan in the value of its fishing products and our own state spends many thousands of dollars yearly in an effort to help not only the industry but the sportsman as well.

The numerous social and scientific aspects of the industry provide a variety of challenging situations valuable for pupil activity in a classroom. It is entirely possible to use the fishing industry as a center of interest at any level in the intermediate school. Whether the unit such as is briefly described here can be successfully carried on depends to a great extent on the teacher's ability to recognize and direct the numerous learning experiences that arise.

This curriculum unit was developed in the Intermediate School, with children at the fifth grade level, and extended over a period of ten weeks. With forty-three children in the classroom the teacher was confronted with problems not unlike those in other crowded schools. In the preparation of this unit the teacher has kept in mind the fact that the child and not the industry was the important thing to be developed.

Origin of Child Interest in Fishing

It was near the Christmas holidays, and the class had, since September, been concerned with a broad unit on transportation. During a group discussion mention was made of the importance of the fishing industry and how fishermen were exchanging wind-powered craft for modern motored boats. It was Floyd who first objected to calling fishing an important industry. Floyd had the habit of not accepting everything his classmates took for granted. Very shortly there were two points of view regarding the importance of fishing and the problem was brought to the teacher for an opinion. The opinion was not immediately given, however. It was suggested that the question be brought before the entire group during their regular time for sharing information. Later, when the question was brought before the group, there was much discussion as there were some who were reluctant to concede that fishing was important.

It was not difficult then for the teacher to present some challenging situations that would lead the class into the unit on fishing. First, however, it was necessary to weigh the possibilities of such a unit; to determine whether it would offer sufficient desirable and purposeful activity; to decide what valuable outcomes might be gained from its development.

The Teacher's Plans

In planning the unit it was desirable first to consider the possible experiences that might be encouraged in the classroom. Secondly, useful and available materials needed for these activities were located. Finally the teacher listed the desired outcomes to be gained from pupil participation.

Possibilities in Science: Since there was a lack of nature and science experiences in the background of this group of children, this field was investigated first. The teacher noted the following possibilities:

- Maintaining aquaria.
- Studying local types of fish.
- Finding out how fish breathe, eat.
- Comparing fish with other water animals, the mammals.
- Feeding fish.
- Maintaining cultures of other water animals that are food for fish.
- Observing various stages in the life history of a fish.
- Observing embryological development in eggs.
- Studying seashore life.
- Considering the ocean, tides and causes.
- Observing and studying the coral, sponges, and shellfish.
- Considering the history of the pearl.
- Purpose of fish ladders, wheels.
- Knowledge of the interdependence of plants and animals.
- Knowledge of the effect of temperature on life.
- Knowledge of the chemical phenomena involved in aquaria.
- An acquaintance with common fresh-water plants and animals.
- Discussing conservation problems.

Possibilities for activity in social studies, art, written and oral expression, and in arithmetic were also listed.

Useful Materials: On forgotten shelves were found two aquarium tanks, specimens of sea life and shellfish. Among the visual aids were some twelve useable pictures, and the motion picture catalog listed several films that could be ordered when needed. The high school biology department possessed numerous exhibits, an extra microscope, a few more aquarium jars, a life history set and some living material.

A brief survey of the surrounding locality proved helpful. A State Fish Hatchery for bass was located near a neighboring town. The Mokelumne River, close at hand, was the habitat of the usual fresh water forms. Small-mouthed bass had been recently introduced there by the government. Salmon ran the river in season. A dam constructed on the river had a fish ladder for our observation. A municipal lake during this season of the year was nearly drained and was a source of much living material. The larger river channels of the Delta were well known among sport fishermen as were the mountain streams to the east of the city.

Desired Outcomes: After completing a survey of the possibilities of using this unit, and having found it satisfactory and adaptable to the needs of this group of children, the teacher then considered the outcomes to be desired. These desired outcomes were as follows:

1. The development of a habit of scientific thinking: The habit of closer and more careful observation, a greater desire for all relevant facts, and more careful and accurate conclusions.
2. A healthy attitude toward solving problems; a strong desire to work things out.
3. A knowledge of the importance of the fishing industry and the understanding of its relation to the welfare of many peoples.
4. The securing and reinforcing of some specific abilities in traditional fields; particularly in written and oral expression there was need for growth.
5. An increased ability to proceed in independent research.
6. An appreciation of the value of cooperative planning and execution, not only in the classroom but in the greater social and scientific problems.

Class, Group and Individual Activities

A class aquarium proved to be a source of fascination—a place for interesting observations. A group of eight pupils decided to make aquaria of their own; therefore, it was necessary to discuss the problems involved. A list of materials was made. Gallon mayonnaise jars were found to be useable. A group of boys, with the janitor's help, planned and constructed a shelf under the east windows to provide room for the growing number of aquaria and other experimental problems. The aquaria were maintained about six weeks. They varied in size from a small water glass to many gallons.

A daily record including a temperature

chart was kept by each pupil who maintained an aquarium. From the following quotations the reader will discover to what length aquarium problems develop.

February 2—10:20 A. M.

Today I saw several rows of bubbles coming from the green plant in my aquarium. The bubbles are not air but are oxygen. There is sunshine and Mr. — — says that the sunshine helps the plants give oxygen. Mine was the only one that had so many oxygen bubbles . . .

February 4—10:15 A. M.

The temperature is two degrees more this morning. I put two more snails in. I hope they eat the green algae off the sides.

February 10—10:15 A. M.

I have two sets of snail eggs on the side of my aquarium. I think they have been laid by the tiny snail. The eggs are tiny white specks. I looked at them with the magnifying glass . . .

February 15—

. . . The big mother snail has had three baby snails and they are crawling over the leaves.

(This child had a large viviparous snail.)

. . . The snail eggs have changed a lot. I can see the little snails moving around inside the eggs.

. . . Today I bought a water snail from Archie for two cents. I think I will need some more.

There were several instances when aquaria had to be re-started. An aquarium was never allowed to become a failure. In this space it is impossible to mention the great variety of problems that grew from these little water worlds as the children sometimes called them. There were the problems of temperature, evaporation, feeding the larger fish, aeration, cleaning the aquarium, prevention of contamination, providing sufficient plant life. The interrelation of plants and animals in the water world was a startling new idea, and one which the children liked to explain to visitors. Aside from technical details, the aquarium builders tried to maintain an artistic arrangement in their jars. Pupils searched for new and interesting forms of animal and plant life. Monday mornings brought many stories of week-end trips to collect specimens. Several students took pride in maintaining small balanced aquaria.

Individual aquarium activities provided numerous learning situations. By far the most important outcome of this activity was the increased habit of intelligent observation. The results of observation were recorded, with a consequent increased ability to express in written language that which is seen or discussed.

A running water aquarium was constructed in the rear of the room. Rubber garden hoses carried water to and from the tank. Four students became directors of this project. Larger fish were kept in the tank. They were watched, fed, and, after having served their purpose, returned to the place where they were caught.

Children's letters to the Superintendent of Documents, Washington, D. C., asked for pamphlets concerning the fishing industry. Many were received that gave needed information. Letters to several fishing centers and industries brought results. Small groups were able to take excursions to the State Fish Hatchery nearby, and another group to the Steinhardt Aquarium in San Francisco.

Related number experiences came through problems that were developed from number charts. One chart was arranged from statistics given in pamphlets which the children had secured from the Government Printing Office. Reading the numbers, comparing values, and understanding what comparison really meant were vital parts of the arithmetic work. A large fishing products map was prepared in one corner of the room. A chart of the edible fish was also made.

Learning to Evaluate

In their efforts to collect information the children learned that books were not the only way to add to their store of knowledge. While evaluating their activities they listed the following sources from which information had been obtained for their work:

1. Information and ideas from observation; 2. Information and ideas from one another; 3. Information and ideas from reference books, pamphlets, and pictures; 4. Information from writing to people who know; 5. Information and ideas from experiments.

The Concluding Activity

During the last week of the unit a special activity grew out of the work the children had been doing. Some dramatic play was involved. The class divided themselves into four groups, namely, the fishermen, owners of the industry, the government, and the users or consumers. Each group had a chairman and secretary. A problem that would need the attention of each group was given to them for a preliminary discussion so that each group would understand how it affected their interests. The first problem used concerned the closing of various salmon fishing areas along the Pacific Coast. The action was taken by the government. Naturally each group was concerned. It was decided that a convention should be held so that each group could present its ideas regarding the problem. The preparations for the convention involved much reading, map study, group discussions and recording of information. Not one but several convention meetings had to be held in the auditorium before the problems were settled to the satisfaction of each group. This activity brought to the child's level the relationship between an industry and the lives of the people associated with it.

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Library News

Edited by MABEL R. GILLIS, State Librarian

COUNTY LIBRARIANS' CONVENTION

The County Librarians' Convention was held in Sacramento March 17 to 19. This is always a small convention except in those years when it is held in conjunction with the California Library Association. Those in attendance were county librarians and members of their staffs—about a hundred in all.

An interesting feature of the meeting was the arrival on Tuesday morning of the Bookmobile from Napa County and the automobile with a miniature bookmobile adaptation from Solano County. These were on view in front of the State Library Building before and after the morning session. They naturally attracted the attention of the librarians who wanted to see how they were used and to ask about purchase price and cost of operation; but they were of great interest also to the general public passing by. The orange colored Bookmobile from Napa County with its shelves of bright and attractive books visible when the sides of the machine were opened gave tangible evidence of the fine stock of books available for the rural borrowers, who might gather at its various stopping places. The book shelves in the back of the Solano County car which, by means of a pulley, can be raised up into a convenient position from which to choose the books, testify to the ingenuity of the librarian and the library handy man as well. These cars are used in an effort to reach those residents of Napa and Solano counties, who are not conveniently near regularly established branch libraries.

COUNTY LIBRARY HISTORY

For some years there has been a County Library history committee of the County Librarians. This committee has worked toward the preparation and publication of a history of the California county library movement. This year Mary Barmby, Alameda County Librarian, and chairman of this committee, was able to report decided progress. Under the auspices of the history committee, the work of preparing the history has been carried on by the Northern California Writers' Project. The problems still before the project writers were clearly set forth by Willis Foster, who is in charge of the work. Fortunately the project has the advice and also the active assistance of Mrs. May Dexter Henshall, formerly County Lirary Organizer for the State Library, and now a resident of Berkeley. Her personal contact with the work over a period of twenty-two years is of incalculable value to those investigating and writing on this subject.

RARE BOOKS

The county library dinner, held at the Del Paso Country Club, was marked by informality and friendly visiting. Mabel R. Gillis, State Librarian, who by law calls the County Librarians' Convention each year, acted as chairman and introduced the speaker, Dorothy Bevis, who told in a charming manner of her experiences, while on a buying trip in Europe for rare books a few years ago. Miss Bevis, now connected with the University of California Press, was formerly with Dawson's Book Store in Los Angeles, and it was for Mr. Dawson that this interesting trip was made. Miss Bevis had with her some lovely old books to show the librarians at the close of her talk which she called "Rare Books Knocking at Your Door."

Because of the subject of the dinner talk, the State Library had on exhibit during the convention some of its own rare books. A few examples of incunabula (books printed before 1500) are in the State Library collection and were on view. In addition books from some of the fine English presses, such as the Doves, Nonesuch, Ashendene, Essex House, Eragny, Golden Cockeral, and Kelmscott, were proudly displayed.

PROBLEMS DISCUSSED

Problems connected with county library service to schools, and with increased demands on account of the Defense Program were discussed at length. The school service problems are not new but must be discussed year after year. Problems in connection with the Defense Program, however, have arisen recently on account of increased population due to activities in industry, army camp construction and the camps themselves. Training courses in vocational schools are also bringing new demands for books. How to meet these many increased demands was the basis of much discussion. Larger appropriations are not immediately available, if, indeed, they ever will be, and more emphasis will naturally have to be placed on book drives for the popular books and magazines and inter-library loans for the books of a serious character.

NEW COUNTY LIBRARY ACTIVITIES

An interesting piece of work has been undertaken by Harriet S. Davids, Kings County Librarian. She is in charge of the Kings County instruction program for an educational project sponsored by the University Extension Service. The aim is to provide information on such subjects as democracy, government and citizenship for classes composed of Senior 4-H boys and girls, who, after a series of study meetings, prepare papers and talks to be given at Farm Center, Farm Bureau and Grange meetings. The County Librarian can direct the students to the printed material and in this case she also organizes the courses and advises about subjects and their presentation. It is one more activity which makes a close connection between the librarian and the people she serves.

Another worthwhile undertaking, which was presented at the Convention by Gretchen Knief, Kern County Librarian, is the study of the place of the county library in the community which is being made by a Social Science Analyst of the Division of Farm Population and Rural Welfare of the U. S. Department of Agriculture. He is working in Kern County and is making a complete survey of the Kern County Library System. The staff of the library is cooperating nobly by gathering much of the data needed. The study will not be completed for some time, but it is being awaited with interest by all who are in any way connected with county library work. The librarians are especially eager to see the evaluation of library service by one from outside the immediate library field, although closely connected with it by interest in rural problems.

The County Employees Association of San Diego County has made a substantial contribution to the library service there, as was brought out by Marjorie Kobler, County Librarian. By furnishing money for books for the County Tubercular Hospital, the Association has helped Miss Kobler assure the patients of fresh new copies instead of discards which are so often the lot of the tubercular patient. Since the books are purchased with funds raised by personal contributions of the County Employees and not by the county tax, they can be assigned to this one place

only and discarded when no longer useful there.

While head librarians were discussing administrative problems, those assistant librarians in charge of work with branches held their own meeting to talk of procedures in their various counties. This group was presided over by Helen Luce of Solano County. The librarians in charge of departments giving service to schools were in session also one evening under the guidance of Ruth Brink of Stanislaus County.

New county librarians, attending their first convention in that capacity, were Margaret G. Walkington of Modoc County, Elizabeth Paterson of Napa County, Frederick A. Wemmer of Solano County and Eleanor N. Wilson of Tulare County.

CONFERENCE ON RECREATIONAL OPPORTUNITIES

Libraries were represented in the Conference on Providing of Recreational Opportunities in Communities Adjacent to Military Training Centers called jointly by the Recreation Project, Work Projects Administration, and the State Department of Education. This was a one day conference held at San Jose on March 8. At the afternoon session Mabel R. Gillis spoke about what the libraries could do in the recreation program. Mrs. Bertha D. Hellum of Monterey was an interested librarian present at the Conference as she is meeting new problems in connection with Fort Ord and the many construction workers as well as men in training who are coming to the Monterey library.

APPOINTMENTS

It is a pleasure to note that librarians are now being appointed to serve in the Training Camps. Two recently named for Fort Ord are Betty Beck of the San Jose State College Library and Winifred Seely of the Mission High School Library in San Francisco. The Corps Area Librarian is Xenophon P. Smith, recently of Corvallis, Oregon. His headquarters are at the Presidio in San Francisco. Mr. Smith is a graduate of the Library School of the University of Washington.

Miss Marjorie Utt, a former Californian, graduate of the Los Angeles Library School with her master's degree from the School of Librarianship, University of California, formerly librarian of the Los Angeles Branch of the State Medical Library, has been appointed librarian at Fort Lewis, Washington.

A HELPFUL SERVICE

Business concerns and individuals in San Francisco or vicinity who are in need of information on the handling of national defense contracts may consult a display of government and private publications at the business branch of the Public Library, room 611, Russ Building.

According to Anita Levy, librarian, the display is sponsored by the Special Libraries Association, an organization which acts as a clearing house of information for business and industry through member libraries and a staff of more than 100 trained specialists.

Information is available on such subjects as: how defense contracts can be financed; through whom and how contracts are let; what the requirements are in government purchases of supplies; how priorities will be invoked; how defense contracts may be obtained.

Edwin T. Coman, Jr., librarian of the graduate school of business of Stanford University, is president of the San Francisco Chapter, Special Libraries Association, and K. Dorothy Ferguson, Bank of America librarian, is chairman of the organization's national defense committee.

LODI PUBLIC LIBRARY CELEBRATES

During the week of March 17 the Lodi Public Library celebrated its fortieth anniversary. Under the direction of Amy L. Boynton, the Librarian, and the Board of Library Trustees, led by W. H. Thompson, president, open house was held at the library, exhibits were maintained throughout town, and front page stories about the Library and its service appeared in the newspapers. A local history display proved very popular. All Lodi participants in the week's activities considered the Anniversary Celebration a great success.

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

COUNTY TRUSTEE INSTITUTES

STANISLAUS COUNTY Trustees met recently in Turlock at a dinner meeting in the Lowell School, for the purpose of studying proposed legislation. A large number of trustees were present at the call of Rev. Von Renner, County President, who presided and introduced as the first speaker, Dr. Dwight C. Baker of Modesto Junior College, who spoke on "Our Schools and the Crisis of Today." Mr. C. E. Persson representing the California School Trustees Association, and Mr. W. W. Graybiel of Turlock and Mrs. Hazel Edwards of Milnes School, were other speakers on the program, which concluded with the study of legislative proposals.

SANTA CLARA COUNTY Superintendent Lewis Britton presided at a well attended all-day meeting of county trustees at the Hotel Sainte Claire in San Jose on April 1. The following program provided a full day, after which many schoolboard members lingered to discuss school problems in an informal way with each other:

Introductory Remarks, Lewis H. Britton, County Superintendent of Schools; "Selection of Teachers," Herman A. Spindt, University of California; "School Legislation," Mrs. Florence Porter, Secretary C. S. T. A.; Luncheon, Sainte Claire Hotel—Greetings from Mr. Walter L. Bachrodt, City Superintendent of Schools, San Jose; Afternoon session, "Responsibility of School Trustees," John P. Fitzgerald, District Attorney of Santa Clara County; "The School Trustee and His School," Dr. Walter F. Dexter, State Superintendent of Public Instruction.

BUTTE COUNTY schoolboard members to the number of one hundred met April 5 in Oroville for their annual Institute. County Superintendent Jay Partridge, always known for his fine cooperation with school trustees, presented as speakers Mr. E. E. Muller, County Superintendent of Schools of Alameda County; Dr. Hugh Bell of Chico State College, who was the luncheon speaker, and Mrs. Florence Porter of the State Association. Luncheon was served in beautiful Oroville Inn, and a large and well-trained glee club from Manzanita School provided a pleasant diversion.

Mrs. Estella Hale is the outgoing president of the Butte County Association, and Mrs. C. A. McReynolds will succeed her. Mrs. Cleo Anderson continues in the office of secretary. A new Board of Directors was also named, and the entire group pledged their support and cooperation to the State Association for the annual convention to be held next September in Sacramento.

A Resolution was unanimously passed, directed to county legislators, expressing the desire of all trustees that SB 756 and 757 be given favorable consideration in the present session.

LOS ANGELES COUNTY Trustees Unit held its quarterly meeting April 4 in Redondo Union High School, with President Walter C. Fluke presiding. After the appointment of a Nominating Committee, Mrs. Laura McCandless presented the report of the Defense Committee, urging the Unit to adopt the Resolution of the Board as quoted: "We as Trustees adopt a Course of Study, and use the book 'Appreciating Democracy' as a supplemental textbook, looking forward to a course of essays." The motion carried, and was further developed by Dr. Trillingham of the County Office who submitted specific suggestions for the planning of programs authorized by the Resolution. All Los Angeles County trustees will convene in May at an annual meeting.

SAN JOAQUIN COUNTY Trustees Institute met in Stockton April 19, at the call of Superintendent John R. Williams. E. E. Brown, President of the County Association, and M. L. St. John, Secretary, presided at a business meeting during the afternoon.

PLUMAS COUNTY Trustees Institute will be held May 2 in Quincy, with County Superintendent Tillie N. Kruger presiding. This is a delightful time of year in this section of the state, and a large attendance is expected from all parts of the county.

PUBLIC SCHOOL BUSINESS OFFICIALS MEET

March 19 to 22 were days of importance and activity for almost all of the Public School Business Officials of California, when they gathered for their annual meeting at Hotel Del Monte. President Vaughn Seidel with his committee had arranged a program of unusual interest to business officials, schoolboard members and administrators and as the convention progressed it was evident that no details had been overlooked for a successful conference.

One paper occasioning much favorable comment was presented by Bernard Ely, Assistant County Superintendent of Schools in Kern County, in which "Accounting Systems for Small Schools" was thoroughly considered. It being a recognized fact that small school districts represent an overwhelming proportion of the number of districts either in California or the nation, the rural school was taken to be the most vital part of American education. Mr. Ely presented a carefully edited paper on this subject, a few copies of which are available upon request.

Other pertinent discussions concerned insurance, public utility rates for schools, national defense and schoolroom lighting, the latter leading into a panel discussion of trends in schoolhouse building.

New officers for the State Association were elected as follows: president, A. P. Mattier, Compton; first vice-president Martin Havikern, Los Angeles; second vice-president John Berger, Piedmont; secretary, L. A. Cunningham, Los Angeles; treasurer, Dan Henry, Fullerton.

SURPLUS COMMODITIES IN NAPA COUNTY

More than a year ago, authorities of the elementary and high school in St. Helena established a plan to serve free hot lunches for every student. All of the cooking was done in the high school foods laboratory, after the regular foods classes were finished. This work was done by W. P. A. cooks, and the food was transported in containers to the elementary school for use of the younger students, while in the high school meals were served in three class rooms. Contributions were solicited from parents monthly, and the majority sent in regular amounts ranging from 50 cents to $3.00. Approximately 80 per cent of the entire enrollment ate at the school, and it was

found possible (using the aid of surplus commodities, W. P. A. labor, with an average contribution of 50 cents per child per month) to serve meals which were valued at 20 cents or even 25 cents. The school board cooperated by furnishing equipment and heat. This program was found so satisfactory that it has been continued again this year, with some changes. A similar plan has been considered by other schools in the vicinity.

LUNCHES FOR A DIME

Plumas County trustees will gather for an annual meeting in the Court House in Quincy on May 2, in response to a call from County Superintendent Tillie N. Kruger. The following description of use of Surplus Commodities in Plumas County is contributed by Miss Kruger, who is enthusiastic over the services offered:

Because Plumas County has many seasonal workers who spend the winter near the lumber towns and whose children many times come some distance to school in busses, the Surplus Commodities have helped to build up resistance to the usual winter colds, flu and sore throat.

Several of the schools have regular meal service using N. Y. A. help for serving a first-class three-dish lunch for ten cents a day, such as: scalloped potatoes with cubes of ham, canned peaches and cookies, and hot chocolate.

In one lumber town the upper grade children prepared a lunch for 50 pupils during a six week period. Two children were appointed to prepare the lunch, two others cleaned up the kitchen, and two served. There was keen competition to get places on the kitchen squad. Boys and girls served on alternate days.

A menu was suggested by the teacher. Occasionally one of the mothers assisted in the kitchen. Since there was no expense the meals were served for ten cents a week. Boys and girls have learned how to make nourishing soups, oat meal cookies, corn bread, and fruit cobbler. They follow the recipes found in the cook book, "School Lunches Using Farm Surpluses," issued by the U. S. Department of Agriculture.

All children are given tickets and parents pay when they can afford to do so. Other people who have no children often donate tickets, and thus the cost for any additional supplies is easily covered. In some schools S. E. R. A. help is used and the meals are supervised by members of the P. T. A.

A warm dish at noon, milk at the morning recess, and fresh fruit in the afternoon have made a great difference in the lesson grades and in the general health of the children. In many cases the best meal the child has in the day is the hot lunch.

Where facilities for cooking have not been feasible parents take turns in cooking the meal for the day at home from supplies furnished by the teacher from the surplus commodities and then brought back to school and served by the children.

In a few schools only fruits and raisins have been ordered but even this little helps to rest and refresh the youngsters.

The Plumas County Chamber of Commerce has assumed the responsibility of seeing that the food is delivered to the schools every fourth Wednesday. The Secretary has even made personal trips to make sure that the supplies are provided as ordered and that they reach the schools on time.

The staff of the Surplus Commodities has co-operated in a wonderful way to make our program a success.

PUBLIC SCHOOL BUILDINGS RULES AND REGULATIONS

Under date of March 12, 1941, the Division of Architecture, Anson Boyd, State Architect, published new Rules and Regulations pertaining to all school buildings to be erected in the State of California. The Rules are somewhat revised and are published after extensive experience during the past eight years. They reflect the observations of the Division after working with the Division of Schoolhouse Planning, schoolboard members, administrators, and others primarily interested in the construction of well-planned and safe school buildings.

One change has been made which is worthy of especial mention. This is a new service made available from the Division of Architecture, in the checking of the reconstruction, alterations or additions costing less than $4,000, upon request from the governing board.

Bulletins are free upon request to the Department of Public Works, Division of Architecture, Sacramento.

APPELLATE COURT DECISIONS

Establishment of Cause of Action Against School District for Damages for Injury to Pupil—

Where a complaint in an action for personal damages filed against a school district alleged that a minor pupil of the district while eating lunch at school was engaged in a scuffle with another pupil and was injured and that there was no supervision exercised over the pupils during the time and no teacher was present during the time, the complaint stated a cause of action based on the failure of the district to provide supervision during the intermission (citing School Code sections 2.801, 5.543 and Section III (D) Rules and Regulations State Board of Education).

(*Forgnone et al. v. Salvadore Union Elementary School District,* 103 CAD 411.)

Powers of Governing Board of School Districts in Fixing of Salaries—

Where a teacher at the time of his employment in a district and assignment to a school was granted a leave of absence and the governing board of the district, during the leave of absence of such teacher adopted a resolution providing that in setting "salary ratings" for incoming teachers including persons on existing eligible lists not appointed to positions, no outside experience will be credited, the teacher was not an "incoming teacher" since he was then in the employ of the district, although on leave of absence and was entitled to the salary fixed by the salary schedule in effect at the time of his employment.

The acceptance by the teacher of an interpretation of the resolution made by an employee of the board to the effect that he was an "incoming teacher" within the resolution does not bar the teacher from questioning the validity of the interpretation, since the terms of a contract between a teacher and the governing board of a district are found in the statutes, the rules, regulations, and resolutions of the board and not in an improper interpretation of a resolution of the board.

While the governing board of a district is required to give uniformity of treatment as to salary for those employees performing like services with like experience, the board may reasonably classify between teachers having experience in the district and those who have teaching experience outside. It might also be conceded that the board could classify as between teachers employed and those on leave of absence but the board in the present case did not make such a classification.

Lapse of time short of the period provided by the statute of limitations will not bar an action unless prejudice to the defendant is shown. An award of back salary at the ratings to which the teacher was entitled for a period of three years prior to the commencement of this action was the minimum period the trial court could have awarded.

(*Fry v. Board of Education of City and County of San Francisco; Beeke v. Board of Education of City and County of San Francisco,* 41 ACA (2d) 749.)

Book Reviews

From J. W. Stacey, Inc.

California's Medical Story by Henry Harris, M. D. Price, $3.50. This book is meant to be a book of special interest to physicians, but it has a place in the library of anybody interested in the study of the California social scene. The author evidently has made such a study of the documents reflecting the life of the different periods that in writing in his technical field he has achieved a fresh and interesting sidelight on conditions generally in the period of which he writes. We quote from the preface: "Viewed in the long sweep of time, some four thousand years of medical history is unrolled in California. Of this period only one hundred and sixty years, that being the length of California's white civilization, is recorded. In the dawn of this time, the Indian priest-doctor weaves the strand of medicine with shamanistic religion, magic and rationalism . . . Of these aboriginal practices the white conquerors appropriated the use of native plants. They brought their own supply of religion, magic, intoxicants and—disease . . . On scurvy-ridden ships carrying the flag of imperial Spain and the crucifix of Christianity the conquerors arrive, joined by others who under brilliant frontier leaderships pick their routes over the deserts to Southern California. With this colonization the history of white man's medicine in the new domain begins . . ."

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Health—Safety—Growth by C. E. Turner and others. For Grades 3-8. There is no more important phase of education in any school program than health education, for upon this phase all others depend. The importance is immediately apparent whenever the individual plans what he would like to be, to do, and to have—all these depend first of all on his health. Teacher-pupil cooperation in the discovery and solution of health problems is perhaps the most enjoyable and profitable of all school experiences. Whatever objectives are accepted for general education, health maintenance aids the individual in his progress toward them. The *Health-Safety-Growth* series supports this point of view and gives health its proper place in education. It supports a broad program of health education which recognizes that learning experiences in health occur both as primary learnings, when health is the center of attention, and as concomitant learnings when some item of health receives marginal attention while the learner's center of interest is elsewhere. Learning experiences are provided in the conduct of school health services, in arranging a healthful daily regimen for the child at school, in the pupil's program of physical education, and in maintaining a sanitary and hygienic school plant. Direct health learnings are made possible through the experiences of the specific health period, through the unified experiences of long and broad teaching units, through incidental health instruction, and through such class activities as the monthly weighing and less frequent measuring of children, the morning health review, the recording of health progress, and the use of relaxation periods.

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The new El Segundo Elementary School. Begun in 1936-37, the school includes three buildings: the Administration and Kindergarten Building, the Recreation Building, and the Plunge, which is now in the final stage of construction.

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 11, 16

May, 1941

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Jottings of a Traveling Bookman

By W. M. CULP

April saw Philadelphia, of "The Philadelphia Story," a city of contrasts and inconsistencies. Winter turned into summer, and on several days all-time heat records were broken that were more characteristic of July than April days. The snow drifts of barely a month before were gone and in their place the grass was of the deepest green and grew inches overnight. Trees unseasonably broke into leaf, lilacs bloomed and the flowering cherries, peaches, and dogwood came out in all their kaleidoscopic colors. Azaleas in gardens bloomed with hot-house brilliance. The sycamores and maples along the Schuylkill drive earlier than ever became canopies of green. In Fairmount Park the Zoo moved its animals into new-made natural habitats and Sunday crowds taxed the capacity of the many roads and paths, besides luxuriating in the sun under trees spaced amid the vast lawns. The estates of Germantown and of the surrounding Chestnut Hills with their magnificently groomed gardens were as ever a contrast to the miles upon miles of solid two-story brick dwellings in much of the city proper. In this environment the effect of Anti-Noise Patrol Cars upon the Philadelphian automobile drivers has been most satisfactory. No one a year ago could have believed a springtime hence that an anti-noise campaign could have stopped the incessant needless honking of automobile horns.

In education, in Philadelphia, there is more confidence that things economically and pedagogically will work out for the better. Whether that is a true reaction or just a brain paralysis from too much world problem turmoil no one can say. While there is no more radical activity in the Philadelphia system than in any other large school system in the country, it is there as a virulent minority, just as in New York City.

One of the immediate effects of the unfavorable publicity regarding radical teachers in the New York City schools as uncovered by the New York State Rapp-Coudert Legislative Investigating Committee was the uniting of the vast number of loyal teachers in a move to rid the system of the radicals and to call to the attention of the public that it is only a small fraction of their numbers who could be so labeled. Dr. Frank D. Whalen, Chairman of the Joint Committee of Teacher Organizations, has announced a determined program toward the weeding out of all subversive members of the teaching profession in the city schools. The joint committee, as the spokesman for 35,000 employees in the system, is determined to clear the name of the teaching staff, and aims to show the public that the overwhelming majority of teachers are loyal, sincere, patriotic Americans. It is sponsoring legislation that would outlaw Communists, Nazis or Fascists from the city schools.

✓ ✓ ✓

Since the depression the mortality among small denominational colleges has been enormous. Supported mainly by endowments and by the tuition of students many have faced the wall because of declining endowment returns and from the lack of paying students. State supported free higher educational institutions have been the gainers as shown by their far greater enrollments. Pennsylvania has 14 teachers' colleges. The output of these colleges is far greater than the public schools' needs for their teaching staffs. Dr. G. Morris Smith, president of Susquehanna University, charges that these institutions by extending their teaching programs beyond the normal requirements for the training of public-school teachers threaten to put church-supported and other independent colleges out of business. These state teachers' colleges, he said, are widening their curricula in order to attract students who might normally attend the liberal arts colleges. Dr. Smith in speaking before the pastors' convocation at the Lutheran Theological Seminary, Germantown, Philadelphia, urged the pastors to get their parishioners to protest to Government representatives against "infringement on the field of liberal arts colleges."

✓ ✓ ✓

The period in public education is passing during which the superior child was left mainly to his own devices and the teacher labored with the duller members of the class. While in many parts of the United States still little regard is given toward the enrichment of courses that would challenge the bright pupil, other sections are determined that the bright and exceptionally bright students should be given work commensurate with their innate abilities. New York City will undertake for the first time this coming September the selection and training of superior kindergarten-age children as future leaders of democracy. The work will be carried on at the Hunter College Elementary School, 696 Park Avenue, under a seven-year experimental program as authorized by the Board of Higher Education of New York City. The work will be under the direction of Dr. Florence Brumbaugh, principal of the school. Since the Hunter College Elementary School is used as an observation center for young women studying at Hunter to become teachers, this will probably be the first campus school in the country devoted solely to children of high intelligence quotas. It is hoped the experiment will increase pedagogic knowledge of the progress and development of brilliant children under ideal conditions. The children are to be selected on the basis of psychological tests. They are to be chosen from the intellectual top 1 or 2 per cent. A start will be made with 30 pupils with an ultimate goal of 500. The theory behind the school is that brilliant children are natural leaders and should receive special training as future leaders of democracy. Children from Harlem and the lower East Side,

APOLOGIES TO HAROLD RUGG

In our April issue, under "Jottings of a Traveling Bookman," we thought we were quoting Harold Rugg when we referred to his supposed statement that modern textbooks show a tendency "to debunk" some of our historic characters. It turns out, however, that we quoted the *New York Times'* misstatement of what Mr. Rugg actually said. Mr. Rugg has issued this correction to the *Times:*

"On March 18 'Topics of the Times' was based on a misstatement of fact which you reported in *The Times* of March 16. The reporter of my address before the New York Association of History Teachers on the preceding Saturday quoted me as saying: 'I want to cut straight through all the bunk and debunk the heroes.'

"This is a false report. I said exactly the opposite. I read to the audience O. K. Armstrong's four charges against myself and other educators. The first of these is that we aim (I quote him exactly) 'to present a new interpretation of history in order to debunk our heroes.'

"Disposing of this charge vigorously, I said that not only do we not debunk our national heroes (actually the new historians build a profound admiration and respect for them), but, I said emphatically, 'I shall cut straight through all this bunk of those who attack the school and debunk them instead.'

"I repeated this with emphasis, naming the self-appointed censors of our schools: Merwin K. Hart and his New York State Economic Council; Major A. G. Rudd, E. H. West. O. K. Armstrong and Homer Chaillaux of the American Legion, Verne Marshall, B. C. Forbes and the Hearst newspapers, and Elizabeth Dilling, author of *The Red Network*. No one who heard me say this, could have honestly reported me as saying that the new historians were going to 'debunk the heroes.'

"Actually I agree with much of what 'Topics of the Times' said about debunking the heroes. Proof of this can be gotten from my new book, *That Men May Understand*."

from homes of low economic and social standing, will be sought for the school along with children from wealthier homes.

A tremendous interest in the facts of geography and the revitalizing of geography teaching by teachers is one of the outstanding effects of this present world conflagration according to W. R. McConnell, professor of geography of Miami University. In an article in the *New York Times,* he states, "It has taken a war to awaken from a state of passivity the geography teachers of the elementary schools of the nation. After being battered into humble silence for a decade or more by their more flamboyant comrades, the social scientists, it is interesting to note the rapid comeback of those who believe that the 'earth is our home' and that we ought to know some of the fundamental facts concerning it. As usual it was public interest that started the re-birth, for it seems that we are all now scouring available maps and atlases in search of African ports or Balkan valleys. It should be clear to us that the political, social and economic relationships among the peoples of the world exist only because of the geographic features that make such relationships —or dependencies—necessary. Basically, the tragic state that the world is in today is due either to a misunderstanding of or a maladjustment of physical features. As for the pedagogues, be they geography or history enthusiasts—or even 'social scientists'—all must agree that here in America we owe our present leadership and potential future largely to our geographical position, physical features, and our resources. The presence or lack of oil, the fertility of the soil, the harbors and shipping facilities, the amount of rainfall, the type of winter and the length of the growing season—each has its influence on what we do and how we do it."

Prodded by the public, it behooves the teachers of geography to rise to the occasion and do their share in furthering the progress of geographic knowledge. As a nation we are all too ignorant of the what, the where, and the why of the lands of even our nearest neighbors. The active interest taken by our government in our good neighbors to the south offers a real incentive for a more intensive approach to the geography of Latin America. The average geography text today devotes but a half-dozen pages to the ABC countries, a few paragraphs to Bolivia, hardly more than a dozen lines to Peru, and but passing mention of Venezuela. The geography teachers have much to do and, sad to report, too few laurels to rest on. When attacked en masse by a more rigorous group they retreated in haste, admitting the errors that were neither clearly defined nor righteously posed. Though guilty of minor infractions in the far past, such as the dull recitation of boundaries and the monotonous repetition of capes and bays, they leaped over themselves confessing imaginary crimes and have now had to be told by their eager pupils: "We want those facts, we can use those names, we can't come to conclusions without knowing the premises." Dr. McConnell continues, "What, then, may we expect of children who have spent several years in the study of geography? We may expect an intelligent knowledge of such factors as continents, countries and bodies of water, topography and climate, longitude and latitude, distances and directions and resources and peoples. Too, we may expect children to have interest in maps and to be able to read maps intelligently. Out of all these abilities come definite conclusions to guide them in the solution of problems, both personal and social, and even international. They should find logic in the suitability of certain lands for certain crops; they should see justice in the innate rights of others to grow, to harvest and to market. They should look ahead to the future and help make provisions for the conservation of those things that need conserving. In fact geography should help them to find not only how people make use of the land, the water and the air, but also how they can improve such use."

With all of the hurrah of education for defense occupations of adults, some points that have been suspicioned in times past are made vocal. Dr. Russel Potter, director of Columbia University's Institute of Arts and Sciences holds in a report to Dr. James C. Egbert, director of University extension, "Adult education remains too closely tied to 'academic apron strings' and faces the necessity of adopting modern methods and tools or forfeiting its following to 'new masters.'" He adds that such aids to instruction as illuminated maps, educational films, animated maps and film slides, if put to proper use, would speed, simplify and improve the processes of adult education. He warned that the interest of the audience was shifting to leaders in other fields who had learned to use motion pictures and radio for public instruction. In all too many centers, he continued, the effectiveness of adult education programs is crippled by the attempt to superimpose accepted and tested patterns of college and university work on classes and groups composed not of college and university students but of mature men and women who care not at all for degrees and certificates. These men and women want to learn, and they will not be bothered with red-tape regulations or antiquated classroom methods. They are dwellers in a chaotic world, a world of speed and change. Their mental processes have been definitely conditioned by the radio, the motion picture and the picture magazine. To teach them, adult education must adapt itself to a new set of circumstances and employ a new set of tools.

Western School News

Edited by MORRIS WAGNER

READING CONFERENCE AT UNIVERSITY OF CALIFORNIA

The central theme of the Reading Conference to be held at the University of California, July 7-11, will be "The Improvement of Reading Among Normal Readers at All Levels." Among the topics will be: reading in modern life, the hygiene of reading, inventories of reading interests, the preliminary appraisal at the various levels, techniques for word recognition, and for speed and comprehension, oral reading, the presentation of poetry, the relation of spelling and language to reading, the contribution of the principal in improving reading instruction, the library and the librarian, and a bibliography of recent professional books.

The conference will attempt not only to present the scientific background for modern education in reading but will stress practical problems and procedures. Lectures will be given by experts in the field of reading, and panel discussions will include other experts in this field.

The conference will conclude with a dinner meeting on Friday evening which will be addressed by Dr. Frank N. Freeman, Dean of the School of Education at the University of California.

Among the specialists in the various fields relating to reading who will speak are: Dr. C. W. Brown, University of California; Earl E. Crawford, Glenn County High School, Willows, California; Dr. Frank N. Freeman, University of California; Arthur S. Gist, President, Humboldt State College, Arcata, California; Dr. Julia L. Hahn, Washington, D. C.; Dr. John A. Hockett, University of California; Dr. Noel Keys, University of California; Dr. J. Paul Leonard, Stanford University; Dr. Graham C. Loofbourow, Chico State College; Eason Monroe, Stanford University; Dr. Marion Monroe, Specialist in Remedial Instruction and Director of the Educational Clinic, Pittsburgh Public Schools, Lecturer, University of Pittsburgh; Forrest G. Murdock, Principal, San Jose High School, San Jose, California; Dr. Peter L. Spencer, Claremont Colleges; Dr. Ivan Waterman, Chief, Division of Textbooks and Publications, California State Department of Education; Dr. L. A. Williams, University of California; Dr. Luther C. Gilbert, director of the Conference.

IMPORTANT STANFORD CONFERENCE

What promises to be a really news-making conference will be held at Stanford University July 17-20 with the theme of "Education for the National Emergency and After." Sub-themes include: "What are the long-term objectives we, in this country, wish to achieve in this emergency?; What are the resources out of which these long-term objectives may be achieved?; The emergency tasks confronting the educational profession; The challenge of western hemispheric solidarity; The schools and new agencies created by this emergency; Some of the longer term tasks of education."

The names of the speakers, chairmen, and panel members scheduled for these sessions constitute a brilliant roster. Foremost California educators will join with leading educators from all over the country, important civic leaders, and government executives to study all possible angles of education in the present emergency. Speakers at the general sessions of the conference include: Eduard C. Lindeman, New York School for Social Work; Floyd W. Reeves, Director, American Youth Commission of the American Council on Education, Washington, D. C.; C. R. Dooley, Council of National Defense, Director of Training within Industry Division, Washington, D. C.; D. E. Montgomery, Consumer's Council, U. S. Department of Agriculture; Ernesto Galarza, Chief, Division of Labor and Social Information, Pan American Union, Washington, D. C.; William G. Carr, Director, Research Division and Secretary, Educational Policies Commission, National Education Association, Washington, D. C.; and Rabbi Edgar F. Magnin, Wilshire Boulevard Temple, Los Angeles. Chairmen and members of panel discussions at these sessions make a long list of other outstanding educators and civic leaders.

Forum sessions will present the issues in the various levels of education as conditioned by the present emergency. Speakers at these meetings include E. T. McSwain, Associate Professor of Education, Northwestern University, Evanston, Illinois; Flaud C. Wooton, Professor of Education, Claremont Colleges; Dwayne Orton, President, Stockton Junior College; Hubert Phillips, Professor of Social Science and Dean of the Lower Division, Fresno State College; Vierling Kersey, Los Angeles Superintendent of Schools, and Frank Freeman, Dean of the School of Education, University of California at Berkeley.

STUDY CONFERENCE OF ASSOCIATION FOR CHILDHOOD EDUCATION

The Annual Study Conference of the Association for Childhood Education will be held in Oakland, California, July 8-12, with the theme "Children, Teachers and Today's Crucial Problems."

Olga Adams, president of the Association, with the members of the Executive Board, has planned the work of the study classes which constitute a major part of the Conference. Subjects of these classes, and their leaders, are: Cultural Relations Within Our Own Country, John A. Hockett; Cultural Relations Within the Americas, Helen Blackburn, Kansas City Public Schools; Relation of Youth Problems to Early Childhood Education, Helen Heffernan, California State Department of Education; Relationships Between Citizen Groups and Schools, Winifred E. Bain, Wheelock School, Boston; Finances and an Adequate Elementary School Program, Mary Dabney Davis, U. S. Office of Education; Welfare of Migratory, Relief, and Low Income Groups, Isabel J. Robinson, W. P. A., Washington; Mental Health of Children and Adults (leader not yet announced); Religion as an Important Resource in the Lives of Children and Adults, Edna Dean Baker, National College of Education, Evanston, Illinois; The Arts as Stabilizing Factors in the Lives of Children and Adults (leader not yet announced); Language and Literature as Avenues of Understanding and Relaxation, Julia L. Hahn, Washington, D. C.; Recreation as an Essential to Wholesome Living, Julia Wade Abbott; Democratic Living in Our Classroom as an Influence in the Development of Children and Adults, Marie Belle Fowler, Cornell University.

Speakers at general sessions of the Conference include: Doris Gates, T. V. Smith, Frank N. Freeman, and Aurelia Henry Reinhardt. School visiting, school exhibits and an all-day excursion are other features. One of the highlights of the Conference is California Night. Arrangements are being made for California's story to be told through pageantry and music.

BUILDING EDUCATIONAL RAMPS

By Forrest V. Routt
Superintendent, Martinez Public Schools

Stairways are hazardous, and even at the expense of more space and more dollars ramps are replacing them in many of our schools. The sharp breaks of steps cause many stumbles and slips, either of which may result in serious injuries. If we are becoming so solicitous for the physical safety of our boys and girls, why not give more serious thought to their educational and moral safety? We speak of our "educational ladder" with its unevenly spaced rungs. What an ideal setup for educational hazards! Our mental, physical, and even our moral development is along the lines of the ramp, and not of the stairs or the ladder.

The child grows physically from day to day and the growth is as imperceptible as that of a shrub or a tree. Only by measuring today and again at a later date can the physical growth be noted. Mental growth is also, for the most part, gradual, as is moral development. True, there are occasional steeper angles in the grade of mental growth and an occasional apparent complete about-face in moral attitudes, but these comparatively sudden changes are simply variations in the slope, and are not actual breaks.

Although Martinez is not a unified district and consequently has separate elementary and high school districts, the idea of oneness is indicated by the term "Martinez Public Schools" which is gaining general use in the community, and includes all groups from the kindergarten through the senior high school.

Transitions from elementary to junior high and from junior high to senior high have in many districts caused much stumbling, uncertainty, and discouragement to students. In our system, however, fifty-eight percent of the seventh grade teachers have had experience in teaching grades below the seventh. With their understanding of the problems of the earlier grades they make the transition from elementary school to junior high school easy and natural.

Another adjustment is the gradual introduction of the departmentalized junior high school program. Each seventh grade student spends from one-third to one-half of his school day with his own homeroom teacher. By the end of the seventh grade all necessary adjustments have been made smoothly.

In order to see subjects in terms of gradually developing children numerous coordinating committees have been formed. The English coordinating committee, for example, has as its chairman a sixth grade teacher. The other members are a first grade teacher, a seventh grade and a ninth grade English teacher in the junior high school, and in the senior high school a teacher of vocational English and one of college preparatory English. The entire English field is studied from the pre-reading program in the first half of the first grade, through the courses in literature in the last year of the senior high school.

With the help of all reading and English teachers the committee has developed and is smoothing out year by year a course that moves gradually and evenly from one grade to another. This procedure is helpful not only to boys and girls as they progress through school, but is also of great value to the teachers themselves. The teacher of beginning reading comes to understand the whole reading and English program, and the same is true of the high school teacher of literature who also needs to see and understand all that leads up to her more advanced classes.

Other fields having similar coordinating committees are social studies, safety, music, alcohol and narcotics, physical education, mathematics, and science. There is also a general committee on guidance composed of counselors from all schools.

Education has both individual and collective aims. It must work toward ideals for all human society, but must accomplish these ideals by training and developing individuals. Mass education is a meaningless term. Each member in the mass must individually assimilate the instruction given. If all members of the mass respond in the same manner it results in concerted, or mass, action. Those who react differently from the majority, if in large numbers, are the respected minority. The few who disagree more or less violently are the radicals.

Now, since education must work with individuals to accomplish both individual and general aims, and since individuals develop gradually, it is of the utmost importance that we watch closely for the *beginnings* of things.

We glibly recite, "A stitch in time saves nine," but how often do we stop to realize that the thought back of that statement has a marked bearing upon the work of a teacher with growing boys and girls? My standing instruction to the members of my teaching staff is, *"Don't overlook anything."* There must be a first time for everything, and there must be a reason for that first time. George, in the first grade, took a penny that Kate had left on her desk. Right there and then the reasons should be found and the corrective program begun. Reforms can be accomplished then, while they are rare if the individual is permitted to continue in dishonesty until maturity. Small children are seldom brazen. They are easily led into right ways of thinking—and, unfortunately, wrong ways too.

The same watchfulness for first times is employed in the regular school work. Why was that word stumbled over in the reading class? Why was a word misspelled or an incorrect sum obtained in arithmetic? It is so easy to attribute poor recitations to carelessness, lack of attention, or just plain dumbness, and let the whole thing pass with, perhaps, a word of mild reproof. Such an attitude is not only unprofessional, it is educational criminal negligence. I want my staff to be explorers and to be constantly on the alert for every little irregularity that appears.

Teachers dislike regimentation. They don't want to be forced to do the same things in exactly the same way. I fully agree. Strict and complete uniformity of instructional methods and techniques would result in a corps of educational robots. All the fire and inspiration would be taken from instruction. But some fundamental uniformities must be insisted upon. For example: at one grade level fractions were being taught in a certain manner, and the method being used was a good one. At another grade level fractions were being presented in an entirely different method. This method was also sound.

Here was a delicate situation. These teachers had to get together. The expression "had to" is strong but used advisedly. It was imperative for this reason: the child was being confused. If the groups concerned were entirely separate there would be no problem, but the first group of today will be the second group tomorrow. The same children—the same ramp of development.

The solution was simple. Not a ukase from the superintendent's office to use one method and abandon the other, but simply placing the problem in the hands of the coordinating committee to work out with *all* of the mathematics teachers.

A curriculum, in its broadest sense, is built to meet the needs of the entire child, physically, mentally, morally, and spiritually. Education, in its broadest sense, is a gradually ascending ramp paralleling the developing of the life pattern from its beginning to its end. But we must not forget that the broad general educational ramp is composed of millions of individual ramps. They must always remain individual. To merge them would tragically lessen the angle of ascent.

EL SEGUNDO SCHOOLS

By P. M. Nielsen
Formerly Superintendent of Schools, Tooele, Utah

The first view a visitor to the city of El Segundo gets as he enters the city from the north is of the magnificent school buildings. It appears that education in this city has reached its greatest possibilities under the leadership of Superintendent Charles Lester Broadwater, supported by the following progressive board members: Ejnar Smith, president, William H. Jeppesen, Jacob C. Bixler, Mrs. Rebecca G. Burket, and Thomas R. Thorburn. Boys and girls who attend the El Segundo schools may have every opportunity offered in the field of elementary and secondary education.

The high school campus has an area of 16 acres. A beautiful and well equipped athletic field provides means for all kinds of outdoor school activities. There are two grandstands which give seating capacity for all students and visitors who wish to observe competitive contests.

The high school buildings present a beautiful appearance with the surrounding green lawns and shrubbery. The buildings are Mediterranean in type, built of a mixed yellowish and brown brick and laid in patterns with decorative stone. The arches over arcades, windows, and the decorations under the eaves are Roman.

The plant is composed of the following buildings: Administration and Auditorium, Liberal Arts, Household Arts, Manual Arts and Gymnasium. These buildings were erected in 1927 at a cost of $725,000 and were reconstructed in 1936 at a cost of $325,000 making a total cost of the high school buildings and campus of $1,050,000.

The high school curriculum covers the entire field of student educational desires, and strong courses in the academic, business, industrial arts, home arts, and fine arts fields are offered. There are 24 regular high school teachers who teach all the grades from the seventh to the twelfth inclusive, and there are approximately 500 pupils enrolled in those grades. Besides the regular teachers there are 12 teachers of adult education and one principal of the adult education school.

Just one block west from the high school and on an elevation that gives an excellent view of the surrounding landscape stands the beautiful elementary school building. This new building was begun in 1936-37 and finished in 1941. It is a modern streamlined structure built of concrete and steel to conform to state requirements in resisting danger from earthquake shocks. Classrooms are large and are well provided with a sufficient amount of activity space for the modern program which is carried out in the school under the direction of Jacob A. Carmichael, principal of the school and Superintendent Broadwater.

The elementary school campus covers an area of nine acres giving plenty of room for outdoor school activities and allows sufficient room for all present and future needs. There are three buildings on the campus at present, the Administration and Kindergarten Building, the Recreation Building, and the Plunge now under construction and nearing the point of completion. The total cost of buildings, grounds, and equipment was $620,000.

There are 21 teachers in the elementary schools, 17 in the grades from the kindergarten to the sixth inclusive, and four special teachers.

Perhaps the outstanding work of these schools is the recreation program for which there are two special directors employed. The management of the new plunge comes under the recreation program and serves both schools, high school and elementary, and the entire community. The plunge has two pools, one for adults and one for children, with commodious dressing rooms for each. Over the dressing rooms there are balconies for the pleasure of those who desire to observe the recreational activities. The recreation program is an all-year program and is designed to promote the happiness and the health of the school and community.

Besides those already mentioned there are one school nurse, one part-time school dentist, and three part-time school doctors employed.

The citizens of El Segundo may well feel proud of their educational advantages.

LIGHT OPERA FESTIVAL AT CURRAN THEATER

Top-ranking stars are participating in the Light Opera Festival which opened at the Curran, May 19. From opera, screen and stage come John Charles Thomas, Joe E. Brown, Ethel Waters, Francia White, Wilbur Evans Warren Hull, Vera Marshe, and Sterling Holloway to make up the cast of the first operetta, "Naughty Marietta."

In "Rio Rita," due the week of May 26, Joe E. Brown will play the part in which Eddie Cantor first appeared for Ziegfeld in the New York production. This will be the first stage presentation of this Mexican border romance in San Francisco. Susanne Sten who possesses, according to Edwin Lester, General Director of the Festival, a singularly exciting mezzo-soprano, will play the title "Rita" role. Walter Cassell, a new baritone discovery, will be seen and heard in the colorful leading role.

"The Chocolate Soldier" brings the well-loved John Charles Thomas as the amusing toy soldier. Hope Manning, whose voice charmed audiences last year during the Festival, Irra Petina, Eric Mattson and Billy Gilbert complete the stellar line-up for the Oscar Straus operetta.

The foremost negro singing actress of this generation, Ethel Waters, in "Cabin in the Sky" stars in the final item of the Festival series the week of June 23.

The New Education Fellowship will hold its first International Conference in the western hemisphere at the University of Michigan, Ann Arbor, July 6-12, 1941. Previous conferences of the Fellowship have been held in Heidelburg, Germany; Locarno, Switzerland; Elsinore, Denmark; Cheltenham, England, and other centers in Europe. It is significant that the United States, whose national efforts are now directed toward strengthening democracy throughout the world, should be host to this important gathering. The New Education Fellowship is an international organization founded in 1915. Since 1932 the Progressive Education Association has been the United States section of this Fellowship which has been the pioneering group in educational experimentation.

Educators from Canada, Mexico, the United States, and each of the South American republics will participate in this conference.

THE HARD OF HEARING TEACHER

By F. M. Duckles

Executive Secretary, California Committee for Hard of Hearing Children

The hard of hearing teacher is causing some concern among school officials if we may judge by the increasing number of inquiries and discussions in school board meetings and institutes.

In New York City a special committee of physicians, appointed by the Board of Superintendents of the school system, submitted a report in which they recommended that teachers with a hearing loss of 20 decibel average should be retired from teaching. When this report appeared in the *New York Times* it brought to the help of the hard of hearing teachers some influential friends. Dr. Edmund P. Fowler, at that time president of the American Society for the Hard of Hearing, protested against the setting of standards by decibel loss alone. The discussion which followed the newspaper publicity was led in behalf of the hard of hearing teachers by the New York Society for the Hard of Hearing and caused Dr. Harold G. Campbell, the Superintendent of Schools, to announce that teachers with impaired hearing will not be prevented from teaching in public schools provided that they continue to give successful service.

This settled the question in New York for the time being, but the problem has sprung up in other centers all over the country. Dr. Horace Newhart, of Minneapolis, Minnesota, states: "At a conservative estimate at least 4 percent of the 680,000 public school teachers of the United States, or between 25,000 and 30,000 have a hearing loss sufficient to impair in varying degree their efficiency in the classroom." This fact makes this problem of the hard of hearing school teacher of large importance.

The burden of proof as to whether or not a teacher with impaired hearing can keep her position rests with that teacher. If she shows an inclination to make use of all the helps available to the hard of hearing, there is every reason to believe that she can continue to do her work in a most efficient way. Getting a good hearing aid is very important. Acquiring skill in the art of lip reading is another essential to success. Every hard of hearing person must make readjustments in order to carry on his work. A change of teaching methods may have to be worked out. Keeping alert mentally is very important. There are one hundred and one ways for a hard of hearing teacher to do her work differently and a brilliant teacher with extraordinary ability will always make good no matter how deafened she may become. Sometimes it is necessary to make a transfer to smaller classes where more individual work with children can be done. A teacher with impaired hearing must guard herself against the adverse effect that her physical handicap will have on her own personality and character. There is a tendency to want to withdraw from social life. This is a mistake. More attention than ever before should be given to happy social life.

School authorities should consider a number of factors in connection with the hard of hearing teacher before dismissing her for hearing loss: her aptitude, experience, character, personality, interest in her work and professional achievement.

Is she supplementing her hearing loss with a modern hearing aid, and acquiring more and more skill in lip reading, and adapting herself to new methods of teaching? Some school authorities have a prejudice against a teacher when they see that she is wearing a hearing aid. They will employ a teacher who uses glasses to compensate for defective vision but do not give the same consideration to the teacher who tries to compensate for a hearing loss. This obviously is not fair. The wearing of a hearing aid should be a point in favor of the teacher. There is a type of hearing impairment which a hearing aid does not seem to help. A conscientious teacher who has this affliction and knows that her hearing loss seriously affects her work should generously resign.

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HUMANE EDUCATION

The *San Francisco Public Schools Bulletin* reports:

Miss Effie E. Smith, principal of Frank McCoppin Elementary School, contributes the leading article to the educational section of the January issue of the National Humane Review. Her subject: "Humane Education—A Vital Value in Training Our Youth."

Miss Smith has attained a national reputation as a writer and speaker on humane education and, on several occasions, has been called to the national youth councils of the humane groups, for advice on using the schools as a medium for the message of kindness to animals. The Children's Pets Chums Clubs, which she started at Frank McCoppin Elementary School, has served as a model for like organizations in other school systems.

One paragraph from her recent article in the Humane Review is as follows:

"Through many years of experience with children in the public schools, I learned that the development of a humane attitude toward all living creatures is fundamental and vital to the growth and development of the child and so I came to recognize the importance of Humane Education as an indispensable part of a school program. In my school experience, nothing has proved so powerful in shaping the children's characters in love and justice toward one another and in developing the humane spirit as the teaching of kindness to animals through the child's chumship with a living pet."

* * * * *

The above are no idle words. In visiting Miss Smith's school, watching children in the hall and on the playground, one senses an atmosphere of gentleness and courteous regard for one another that is all too often lacking in our public schools. Whether Miss Smith puts it over through humane education or just through her own personality, we would not know, but no one can fail to recognize that she does put it over.

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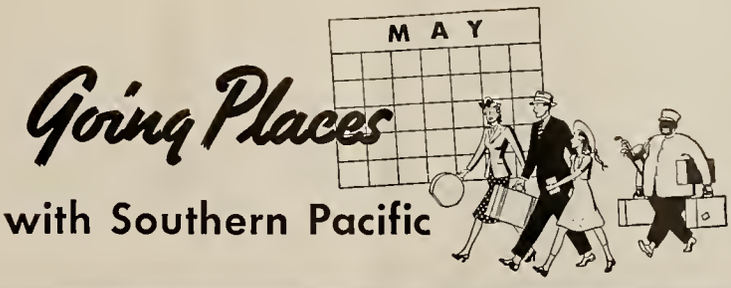

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NEWS NOTES

THE UNIVERSITY OF SOUTHERN CALIFORNIA offers this summer a series of comprehensive courses in the field of audio-visual education which will be of special interest to school administrators and teachers. The course will be held during the six-weeks' summer session.

To round out the entire program, the University, in cooperation with the Visual Education Department of the Los Angeles City Schools, has arranged a special two-day audio-visual institute on July 28-29. The theme of the conference will be "Audio-Visual Aids in the Defense of Democracy." Participating in the conference will be national leaders in the field. Persons interested in the courses or conference should contact Dr. Lester B. Rogers, University of Southern California.

GLADYS L. POTTER, Director of Elementary Education, Long Beach Public Schools, will lead one of the two main divisions of a conference to be held July 7-18 at the University of Denver, under the sponsorship of the Department of Supervisors and Directors of Instruction, N. E. A. The general subject of the Conference is "The Pupil, the Community, and the Curriculum." The first week of the Conference has the theme "Meeting Youth Needs Through Community Analysis and Wider Use of Community Resources in the Curriculum." Howard Bell, American Youth Commission, is the leader of this section. The theme of the second week conference, led by Mrs. Potter, is "Improving the School Program Through Cooperative Supervision and Instruction."

PAN AMERICAN DAY was observed at San Mateo Junior College, San Mateo, California, with a special program at the morning assembly, which in the afternoon was broadcast to the nation over KPO (NBC) and short-waved to the Latin American Republics.

Thanks to the tireless planning and direction of Mr. James Cunningham of the History Faculty, assisted by other members of the English, History and Foreign Language Faculties, an entertaining "quiz program" was arranged, with four men and women answering questions on Latin American topics. The program was preceded by music by the A capella choir, under the direction of Frederic Roehr. Master of Ceremonies was John Wheaton who introduced the participants to Announcer Hal Wolfe. Greetings were read by Gerald Robertson, president of the Pan American Club of the Junior College, to students in Latin America; and Fred Guirola, of El Salvador, now a student in the College, addressed his compatriots and fellow students of the Americas, describing the advantages offered by North American schools and the appreciation of those Latin Americans who like himself are now enjoying these advantages. The student body council which cooperated splendidly with the Faculty in making the program possible offered prizes to those making the highest score in the quiz, Bill Hawken and Henrietta Silva.

In addition to this program, the day was also commemorated according to the annual custom of the Pan American Club, with exhibits of Latin American realia and textiles placed in the College Hall and in the San Mateo and Burlingame Public Libraries. Collected and arranged by the club members and their sponsor, Miss Mary Eleanor Peters, instructor in Spanish, the articles on display represented a number of countries, including Argentina, Guatemala, Cuba and Mexico. The libraries displayed timely new books.

ELMER CAVE, Vallejo's superintendent of schools for the past 21 years, has submitted his resignation to the Board of Education, to become effective June 30. In accepting his resignation the Board, in a prepared statement signed by all members, gave high praise to Mr. Cave for his distinguished record and declared:

"Your business administration has been particularly outstanding. Your sympathetic understanding of the problems of your staff, and your considerate, kindly treatment of your teachers at all times have ever maintained a spirit of harmony and a degree of morale seldom found in any school system. There could be no stronger evidence of administrative ability."

The Board revealed that the presidents of the University of California, Stanford University, College of the Pacific, and University of Southern California have been asked to recommend five men each as candidates to succeed Mr. Cave.

"Particularly do we need a man who will understand the needs of Mare Island in relation to the local school department. All candidates will be given thorough consideration, and there will be no definite selection until we are certain we have the best man available."

DR. BERNICE BAXTER, Coordinator of Instruction, Oakland Public Schools, will serve on the faculty of two workshops of unusual and timely interest to be held at Mills College this summer June 22-August 1. One concerns the study of Far Eastern problems and the other, various aspects of Hispanic America. Dr. Baxter will advise on curriculum problems.

MAY MCNAMARA, Deputy Superintendent of Contra Costa County Schools, has announced her retirement effective May 1, 1941. Miss McNamara came to the county in 1910, when there were about five thousand pupils in the county schools. As the one deputy county superintendent she handled all office work. Since then she has witnessed many changes in size and personnel of schools and county office staff and has remained through all changes the same generous and gracious servant to the public. On April 28 the County Board of Education and office staff gave a dinner in honor of Miss McNamara. Following the dinner County Superintendent Wilson presided over an evening of reminiscences of the past thirty years and expressions of appreciation to the honored guest, to whom a gift was presented.

DR. L. P. FARRIS, principal of Oakland High School, is one of three men representing California high schools on a new state-wide planning committee on articulation. The committee is headed by Dean J. H. Hildebrand of the University of California and is composed of 11 educators representing high schools, the University of California, junior colleges, State colleges, private colleges, and the State Department of Education. The committee will study problems of articulation and recommend research studies.

W. B. TOWNSEND and Mrs. Townsend will hold one of their unique reading workshops at Lake Arrowhead August 25-29. This meeting is planned especially for principals, supervisors, and college teachers. In the past four years Mr. and Mrs. Townsend have held one-and-two-week "Reading" and "Guidance" Workshops in some 30 colleges and universities.

ROLAND CASE ROSS gives the outstanding science courses at the Caroline Swope Summer School, and not "Roland Case *Young*" as reported in our April issue. As Miss Swope says, "It is good that there is not much in a name, but there is certainly a lot in the man!"

Book Reviews

UNIQUE SERIES OF READERS PUBLISHED BY CALIFORNIA AUTHORS

All Aboard for Storyland, for the third grade, is the first in a basic series of readers to be known as *The Golden Road to Reading,* published by Benjamin H. Sanborn and Company. Heffernan-Harper-Wulfing as the collaborating authors of this book assure its being exceptional among readers. Miss Heffernan, Chief, Division of Elementary Education, California State Department of Education, is a nationally recognized authority in the field of elementary school curriculum, and in 1939 edited the yearbook of the Department of Supervisors and Directors of Instruction of the N. E. A. This yearbook, entitled *Newer Instructional Practices of Promise,* has had a phenomenal sale for an educational publication. Miss Heffernan is author of many articles in professional magazines and yearbooks, and co-author of the widely used *Desert Treasure,* an original type of remedial reader.

Wilhelmina Harper

Helen Heffernan

Gretchen Wulfing

Wilhelmina Harper is librarian of the Redwood City Public Library and a specialist in children's literature. She has published, as trade editions, many compilations of stories for children by well-known authors, and is co-author with Aymer Hamilton of *Treasure Trails,* a series of readers for Grades 3-8. She is recognized by other librarians as being an outstanding authority in the field of juvenile literature.

Gretchen Wulfing is Supervisor of Primary Education in the Oakland city schools. She has specialized in the field of elementary reading. Miss Wulfing is co-author also of *First Drills in Oral Language,* an oral language practice book for elementary grades.

All Aboard for Storyland is unique in that it contains only selections from the best modern creative literature for children. Such literary material is needed to balance the vast amount of factual writing that has appeared in recent years. Children should have both types of reading material. It is interesting to observe that an unusual amount of poetry is included. This is in line with the modern trend in readers to provide poetry for appreciative as opposed to analytic reading. The poetry, like the rest of the book, is of the best literary merit. All authors represented are excellent, and children reading from their books are bound to develop taste for books of good quality.

The content of the book is designed to stimulate a wide variety of interests. It includes stories, social studies, science, poetry, riddles and humor, life in other lands, holiday material, and things to make and do. Related stories are grouped in the ten main sections of the book. A specially interesting section is an original story by Helen Heffernan entitled "Fun Gardening Indoors."

All Aboard for Storyland stimulates reading beyond its own covers by referring children to the books from which its selections are chosen. It also lets teachers and children know what *are* good books to read.

Every story has some sort of work or appreciation exercise to help children understand and interpret what they read. No other series has such varied types of comprehension checks. Word meanings are explained and children are encouraged to get meanings from context. Many exercises are planned to help children recognize and pronounce new words.

Children are helped to read for different purposes by exercises carefully planned to bring out the purpose of each story: facts, literary appreciation, humor, and the like. There are no exercises for poetry, which it is considered should be read purely for enjoyment.

The illustrations are outstanding. Elizabeth Enright, winner of the Newbery Medal in 1939, and well-known author and illustrator of children's books, drew ten half-titles. Mrs. Esther B. Bristol and Charles E. B. Bernard, who drew the other pictures, are both experienced illustrators of children's books. All pictures are carefully planned to supplement and enhance the text.

In its vocabulary, which has been checked against standard lists, *All Aboard For Storyland* is easy third grade level, but its content will appeal to children in higher grades who require simple material.

Sails Set For Treasure, next book in the series, is scheduled for publication this summer.

From Ginn and Company

LIFE IN EARLY AMERICA, Mary G. Kelty. Price, $1.20. This new history for the middle grades, by a well-known author, educator, and teacher, contains stories that are masterpieces in their simplicity, clearness, and use of detail. A truly interesting style of writing has survived the difficult tasks of keeping basic vocabulary within the first 2,000 words of the Thorndike Word List, of keeping sentence construction simple, and of explaining carefully all new terms and ideas. Through this book children will gain a broad picture of American life and institutions as they have developed through the years. The period covered is from Marco Polo through 1812. The book emphasizes social aspects in America's background and makes clear the contributions of all our racial strains and regions. A distinctive feature of the book is that it presents in simplest form the fundamentals of American life in a way that will help to emotionalize children's understanding of the meaning of democracy and encourage them to work for its betterment. Beautiful drawings and photographs, many of them in color, add to the interest of this text. An accompanying workbook is in preparation. A companion volume entitled *Life in Modern America,* to be issued for use in September, 1941, carries the story through today.

From the Palo Alto Board of Education

MY BICYCLE BOOKLET. This little 4"x5" booklet for the individual student is something new in safety instructional material and has been getting considerable attention from police departments, safety committees, etc. The booklet has four parts: Laws Regulating Bike Riders;

(*Continued on Page* 16)

Library News

Edited by MABEL R. GILLIS, State Librarian

THE SERVICES OF THE COUNTY LIBRARY TO SCHOOLS*

By Ruth Edmands
Supervisor of Schools, Colusa County

County Library Service has increased the possibilities of the learning situation in rural areas a thousand fold. The opportunities for the use of the best possible teaching methods depend upon a supply of books and materials readily accessible at all times. The marvelous possibilities of County Library Service can best be appreciated by those of us who have taught in school systems not having such advantages.

County Library Service is administered from a County Library which is located in the County seat. A trained, certificated librarian is in charge, and, with her assistants, supplies and distributes books and materials to all of the schools of the County and to branches which the librarians maintain for the service of adults. In each of the larger schools a central library room is established and supplied, and in the small rural schools a library corner serves the purpose. Libraries are supported by an allotment from the county schools amounting to approximately $50 per teacher. This organization makes possible a continuous circulation of books and materials and enables each class to have an almost unlimited supply of the right materials at all times.

Library Important as Educational Instrument

The importance of the library as one of the greatest educational instruments cannot be overestimated. The older attitude that the function of the library was to act as a storehouse of preserved knowledge and an outlet for leisure time pursuits declines in importance. Today the library is seen in an enlarged way, as a dynamic source of aids, tools, materials, a pertinent factor which contributes to the enrichment of school living and experiencing, a definite and positive agency of instruction. The librarian must guide in the activities of every-day living, social and economic, providing an array of helpful material related to all the aspects of community life. The library of the past has impressed some people as being formidable. A new terminology for the library has been advocated by a small group who would call it a curriculum workshop, the service department, or the working laboratory. If such names were to be used permanently the practice would be regrettable.

The topic "County Library Service to Schools" is most important because of the word *Service*. The word service, alone, justifies the existence of the County Library. Service implies a felt need and a source of supply. If one feels ill he goes to his doctor, if legal matters need attention an attorney is consulted, and in the same fashion if one needs information or books for leisure reading the library services are sought. Librarians and school people must acquaint children with this grand source of material, so readily available to them, for the solution of their problems, free and to be had for the asking.

Desirable Qualifications for Librarians

County Librarians must be capable of anticipating the continuing needs of the clientele and with foresight gather together the answer which the children, teachers, parents and community will seek and need promptly. This service, anticipated and happily performed, builds toward wider and more continuous library usage. County Librarians must be capable business persons, able to stretch the tax dollar far and wide. They must be well trained in library organization and technique and they must be persons of high intelligence, culture, discrimination and perception, well qualified to select the proper books for these thousands of readers, who may progress or deteriorate because of the materials which are supplied. Broad judgment, and a knowledge of, and a sensitivity to the needs of, the county must be combined with ability to select worthwhile literature. Such a position requires a person socially, emotionally, and intellectually superior.

Basic to the service to the schools is the understanding of the philosophy which underlies the program to be served. There is need for the closest cooperation and understanding between the Librarian, and the County Board of Education, Superintendent of Schools, Principals, Teachers and Supervisors. The Librarian knows materials and the amount of funds on hand for the purchase of materials, and therefore should be consulted, not after, but before and when the curriculum is being made. The Librarian should sit in as a consultant at all educational meetings. The school people and the librarian together should evaluate the adequacy and scope of materials in the library for any proposed undertaking.

Abrupt changes in curriculum make adequate library service impossible. No librarian can be expected to satisfy the needs of the modern school if she has been forced year after year to use all of the money to add large sets of text materials. Without building carefully, consistently and constantly, the collection of books for children, individual, delightful books in the field of science, biography, travel, poetry and fiction, the library becomes one-sided while the textbook purchases become obsolete.

Understanding Between Librarians and School People

A complete understanding between librarians and school people implies an acceptance by each of the aims of education which may be broadly stated as, "The development of a healthy, happy individual, able and willing to contribute to the society of which he is a part, participating to the limits of his capacity and ability." Reaching the child in his early years and helping him to form a library habit which will continue throughout his life is of inestimable value in his processes of education. Occasionally, librarians must help teachers to acquire this habit, as well as help them to know the materials available in the County Library. The library can no longer be classed as one of the frills of education. It is the main tributary to the stream which is the life of the school. The librarian must know a whole county in order to carry on the most effective guidance and instructional service. She must know the groups and the individuals who are to use the books, the communities which are to be served, the curriculum of the school, the type of instruction advocated by the Board of Education, the characteristics of the teachers to be served, materials available in other sources in the community, and the amount of money which can be spent for books. Materials as wide in range as the activities of living must be supplied. Materials related to immediate community problems must be on hand. Materials dealing with today's happenings, problems and interests become a vital part of the library's needed supply. This accumulation of reading materials of all sorts is constantly in the process of building. As living is pro-

*Paper given at Conference of Elementary School Principals and District Superintendents, San Francisco, April 19, 1941.

gression, library collections must progressively be built. This means that the library will be rich in pamphlets, clippings, illustrations, and all sorts of current publications. Books of all times are essential for backgrounds of understanding. These materials are not ends in themselves but rather represent the starting point for our interpretations of modern living.

Long Range Planning Necessary

Long range planning is necessary if materials are to be available for the entire range of children's and adults' needs and interests at different grade and age levels at the time when they are needed. If a long view is taken before buying, it may become evident that the need one year is for science material, the second year social references may be added, a third year need may demand that the supply of primary readers be replaced.

Demands are most heavy. In rural schools a teacher expects to find books sufficiently general in character so that the pupils will have a basic reference collection on hand at all times. This collection will likely include books on personality, such as "What is She Like?", Comstock's "Handbook of Nature Study," books on Great Americans, Collections of Poetry, Music Appreciation, Conservation, a World Almanac and Art Appreciation.

All pupils require readers, silent, informational, literature types on many topics such as health, science, and thrift. They also require a large supply of a wide variety of titles for recreational reading. Countless references related to the Center of Interest being explored are necessary to the program and these must cover a wide range of reading levels.

Division of Funds

It has been suggested, and it seems desirable, that a proper proportion of the money allotted by the schools to the County Library be spent for the salary of the assistant in charge of the school service, for mending and bindings of books, and for shipping. Following this deduction the school people should support librarians in the policy of expending half of the remaining funds for books of the children's literature type and the other half for readers and reference material.

Each school should try to purchase its own maps, globes, encyclopedia, records, dictionaries (large) and visual equipment. The County Librarian can and will assist each school to build a central file of pamphlets, pictures, and clippings.

Books are valueless on shelves, and so getting the books and children together is the aim of the librarian and the shared responsibility of librarians, teachers, and principals. County librarians greatly further this service by visits to schools, story hours with children and attendance at classroom programs. Bulletins to pupils and teachers can keep alive an interest in library activities. Some librarians send drawings and plans for book-cases, for bulletin boards, news about Newbery Medal awards, book week posters, book covers and other graphic material. Occasionally an author has been invited to the county who has spoken to teachers and children. This has proved a stimulating contact.

Stressing Importance of Library

The teachers and principals and supervisors must be vitally interested in the library and recognize it as essential and indispensable to the life of the school. Much attention should be given to providing this library environment and in every way the library's importance should be stressed.

Supervisors and principals should give the librarian pertinent information such as the number of pupils in each grade of each school, their reading achievement, center of interest to be studied, special interests and needs, number of boys and number of girls, and the special culture needs of the community group. Children are more interested in the library when they are permitted to perform certain duties related to it, such as checking books in and out, keeping it clean and orderly, managing a book club, sending requests to the county library, collecting and classifying fugitive materials, arranging an attractive bulletin board, and visiting the county library.

Too much cannot be said in praise of the text and value of County Library Service and the vision and cooperation of County Librarians. Learning "How to Read" and how to get the greatest possible enjoyment and profit from it, is the shared responsibility of all agencies of instruction.

County Library Service has made the educational experience an exploration into the field of rich living and has enhanced the educational program for the pupils of California.

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Widely used books of varied, attractive, and inviting song material: modern, classic, folk, and traditional—with information as to use. Simple harmonies—easy vocal arrangements.

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

LEGISLATIVE LETTER

Although regular work of the Legislature continues, much of the time of the past few weeks has been devoted to one consideration, that of the Governor's State Budget Bill. Until this measure has been passed there is little likelihood that the Assembly can find time to deal with the several hundred proposals which have already accumulated in the files. Many of these measures relate to public education, and will have a direct bearing on school plans for the coming year. Some of the bills which are under consideration will facilitate the work of the trustees, as they have a direct bearing on school district support. In this connection it is well to remember that frequently a number of bills are introduced bearing on the same subject—for that reason this Association issued during the first session a general "Statement of Policy" setting forth attitudes of governing boards on such questions as control of subversive activities in schools; civil service for non-certificated school employees; teacher-tenure; pupil transportation and school support; and security of position to those giving military service.

A. B. 102 introduced by Dilworth, Salsman and Field, provided that a school district could not employ, or continue to employ, a person bound to accept and obey directions of any foreign government or society, including military activities and policies. This bill passed both houses, but was vetoed by the Governor.

Another Assembly Bill, No. 144, is now before the Governor for approval. This measure provides that non-certificated school employees shall be paid twice during each calendar month. A. B. 1510 has also passed both houses and is before the Governor. It provides that state employees not under civil service shall be required to take the Oath of Allegiance. Senate Bill 873, introduced by Jesperson, will provide authority to high school and junior college districts which may want to give board and lodging to students living a distance from the school attended. This measure is badly needed in several sections of the state.

S. B. 221 would lower the number of units required for teacher units, to twenty-five for the first unit of a. d. a., (or fraction thereof) twenty-five for the second unit, teachers being allowed from then on a thirty-five unit basis. Many trustees would favor this change in the code, particularly in the central and northern part of the state, and the Senate has already passed the bill. It is now being considered in the Assembly.

S. B. 756 and 757, introduced by Senator Foley for this Association, would provide automatic accreditation of the California School Trustees Association, and harmonize the law with that maintaining in many other states. This is urged as the Association membership is composed of regularly elected school officials. No. 757 would permit the payment of traveling expenses for trustees in attendance of certain state-wide educational conferences. This is a measure which would have a wide and beneficial effect, as it would make it possible for governing boards in many small and isolated school districts to inform themselves of educational trends and practices in other communities. Both measures have received the approval of the Senate and both committees. They would go far toward helping to equalize educational opportunities in the state, with very little additional cost.

Some of the proposals which are disapproved by the Legislative Committee have already been tabled or refused passage. S. B. 268 would fix the minimum salary of any non-certificated school employee at $100 per month, an amount which many districts would find prohibitive. S. B. 941, prohibiting the employment by governing boards of any relative within fourth degree of any member of the board, has been widely disapproved. While it is possible that freedom of choice of employees may have sometimes been abused, yet any provision such as the above would work a hardship on many school districts.

Proving controversial from the start, A. B. 1020, providing mandatory civil service for non-certificated school employees, has finally been amended and will soon be heard in the Assembly. Amendments to the original bill which have been offered by the Trustees Committee include an increase in the time of probation from the stipulated six months to one year; exemption of several key persons from the Act; elimination of the mandatory features, to make the entire act permissive for governing boards; and local control of funds, employment and dismissal. Other amendments would raise the minimum a. d. a. for which the law is effective, to 7500, in place of the present 850. F. W. Robinson is chairman of the committee handling this proposal.

One of the teacher tenure bills yet to be heard is A. B. 1643, extending tenure into all schools of less than 850 a. d. a. This bill would prohibit the dismissal of any probationary teacher except by the unanimous vote of the governing board and the concurrence of the administrator.

Two measures having to do with maintenance and upkeep of schools are A. B. 1062 and 1387, each proposal prohibiting school districts from making repairs by day labor, and requiring that all such work be done by contractors. School trustees usually feel that this would entail (as a rule) a considerable loss of time, and result in the expenditure of much more money for the general repairs constantly needed in any school district.

The Commission on Revenue and Taxation spent some time in the consideration

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MAKE YOUR PLANS NOW TO ATTEND

ANNUAL CONVENTION OF C. S. T. A.

CITY OF SACRAMENTO

September 28-29-30, 1941

of bills which would enforce the use of tax tokens in the payment of certain sales taxes. School people as a whole are very unwilling to jeopardize the present Sales Tax Law, as it provides large sums of money for the support of public education. For this reason it was felt by many that tokens should not be permitted, as the experience of many other states has been unhappy and expensive. The measure was tabled, but a committee is now writing a proposal which will attempt to provide some relief for the small retailer who might expect to have profited from use of the token system.

Teacher Retirement Laws are sought in A. B. 1688 and A. B. 2579, both liberalizing retirement payments. In the former proposal teachers would receive $720 per year, upon retirement; the latter bill would permit them to retire on $1,200 per year. While there is little unwillingness to provide a more liberal retirement plan, if that can be done with actuarial safety and without undue expense to the state, it seems now possible that both bills may be continued for further study during the coming year. The presence of the two measures, although essentially different in approach and effect, is confusing to many persons interested in this problem.

Many other measures will be studied in the coming two or three weeks, and in the September issue of this magazine a complete list of laws enacted by this Legislature will be published.

ANNUAL CONVENTION, C. S. T. A.

It is not too early to make plans to attend, and take part in, the School Trustees Annual Convention. The City of Sacramento has been chosen for this event, and headquarters will be at the Senator Hotel, thus insuring ample and pleasant accommodations and easy access to many of the principal places of interest in the capital city. The State Capitol itself is directly across the street from the hotel, and buildings housing the State Departments of Education and Architecture, as well as the Motor Vehicle Department, are within easy walking distance.

Convention sessions will open Sunday afternoon September 28, and continue through Tuesday, September 30. Although the program is not yet complete, arrangements are being made for a Vesper Service and the appearance of an outstanding speaker at the first session, to be followed by an informal program and buffet supper during the evening hours.

County Unit presidents will take an active part in section conferences, and in arranging visits to various points of historic interest. The entire Executive Board will serve as hosts during the Convention and every effort will be made to make it a memorable occasion. (Reservations and suggestions may be sent in at any time to the Executive Secretary in Bakersfield.)

NATIONAL COUNCIL OF STATE SCHOOL BOARDS ASSOCIATIONS TO MEET IN SAN FRANCISCO, 1942

With the choice of San Francisco as the meeting place for the 1942 convention of the American Association of School Administrators, comes the assurance that the National Council of State School Boards Associations will also meet in California at that time. This will afford members of the California School Trustees Association an opportunity to become acquainted with trustees from many parts of the United States, and a program of wide interest may be expected. Officers of the National Council include Mrs. I. E. Porter, Bakersfield, President; W. A. Clifford, Mount Vernon, N. Y., Secretary and board members Ira E. Garman of Bellwood, Illinois, R. M. J. Carson of Glens Falls, New York, and Francis Brady of Providence, Rhode Island.

This is the first time the American Association of School Administrators has met in California, although its annual convention has come to be regarded as the most important educational event of the year. Almost 12,000 persons registered at the recent meeting in Atlantic City, the majority of course coming from middle western and eastern communities. A San Francisco convention will afford thousands of school people of the western states their first opportunity to participate in such a conference, and California administrators under the leadership of Superintendent J. P. Nourse of San Francisco can well demonstrate the hospitality of California.

NEWS NOTES

Judge Jacob Harder, clerk of the Board of Trustees of Hayward Elementary Schools, was recently honored when a new theater was dedicated in the city of Hayward as the "Jacob Harder Theater." A eulogistic plaque, suitably inscribed to Judge Harder, was unveiled during services attended by hundreds of friends and citizens of the county. The theater was built by the cooperative effort of W. P. A. and the school district. It is capable of seating as many as 4,500 persons.

Kern County Trustees Association held its third quarterly dinner meeting May 9 in Midway School at Fellows. The Elementary School Glee Club and Orchestra furnished unusual entertainment of patriotic motif, and legislative and county school conditions were discussed at length. President B. F. Stinson reports that trustees are much pleased with progress made by the Association this year. The next meeting will be the Annual Trustees Institute to be held in October in Bakersfield.

Los Angeles County Trustees Institute was held in Pasadena Junior College May 3 when County Superintendent A. R. Clifton presented Dr. Willis Sutton, Superintendent of Schools in Atlanta, Georgia, as the guest speaker of the day. Dr. Sutton is nationally known as an educator, and his discussion "Education the Mainstay of Business" was inspiring to a large audience. Election of officers for the coming year returned Mr. Walter Fluke of Downey as President of the County Association. This group is to be highly commended for its work during the past year on National Defense programs, and also its active participation in legislative activities.

Dr. C. W. Pierce was re-elected to membership on the Los Angeles City Board of Education on May 7 when more than 800,000 voters returned him to the office he has effectively filled for the past two terms.

The California State Board of Education has authorized the establishment of a Special Secondary Credential for "Military Service and Tactics" which will enable qualified officers in the U. S. Army to participate in National Defense programs now being offered in many secondary schools.

Junior College Education is increasingly popular according to figures recently released by the State Department, indicating an enrollment this year in junior college districts of 30,921 students, and 11,269 in junior colleges maintained by high school districts. Of the former class there are 17 districts, with 24 junior colleges maintained by high school districts.

BOOK REVIEWS

(*Continued from Page* 11)

Hazards in Bike Riding; Maintenance of a Bicycle; and Regulation of Bike Riders to and from School. Rules and Regulations are presented as "good practice for the time when the handle bars will become an auto steering wheel." All rules for safe riding are illustrated by small humorous line drawings. The rules are simply worded and many of them are in rhyme.

Palo Alto children obtain permits from the principal for the privilege of riding a bicycle to school. A permit is given when a student has passed an examination on the information in this booklet.

From Macmillan and Company

HUMAN NATURE AND THE SOCIAL ORDER by E. L. Thorndike. Price, $4.00. Here is a provocative title which makes the reader pick up the book with hope of needed revelations, because certainly the title embraces all that is wanting in the world today—a real understanding of human nature and a way of adapting it to a workable social order. In this volume of over 1,000 pages Dr. Thorndike has undertaken a tremendous task, parts of which it was inevitable that he should do much better than others. This book has been criticized on the grounds that its sociological sections are not so well documented as its psychological sections, but this is natural in view of the fact that psychology is predominantly the writer's field and the aim of his book is to acquaint students of sociology, economics, government, law, and other sciences of human affairs with certain needed facts and principles of psychology and their possible applications to other sciences of human affairs. The book is written out of Dr. Thorndike's conviction that man is now his own worst enemy and that only a knowledge of psychology and application of it to man's welfare can prevent, or diminish, errors and calamities for which the well-intentioned, stupid, and vicious have been responsible. No one realizes better than Dr. Thorndike the limitations of psychology in its struggle to become an exact science. In his earnest endeavor to keep Part I of this book scientific in its presentation of psychological principles he has made tough reading for a person with average information on the subject. He suggests that if readers find this part too hard and technical they may find it worth while to read Part II, which considers applications of psychology, taking on trust what was demonstrated in Part I. The reader who does this will find his thinking stimulated by a host of new ideas.

FLIGHT 17 by Henry B. Lent. Price $1.00. For grades 3-5 in accordance with the Thorndike and Gates reading vocabulary lists. In this book, the young reader is taken on an airplane trip from New York to Chicago, known as Flight 17. All of the details of the flight are described to the reader as he would observe them himself on an actual flight from the time of weighing in at the airport in New York to walking down the gangplank in Chicago after exactly four hours. Chapter titles are: The Terminal, A View of the Airport, The Mechanics, The Weatherman, The Traffic Cop of the Air, The Crew, We Take Off!, Flying the Radio Beam, A Map Comes to Life, and "Flight 17 Coming In."

From D. C. Heath and Company

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In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

September, 1941

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Jottings of a Traveling Bookman

By W. M. CULP

Journeying on the roads of the Pacific Coast through California, Oregon, and Washington during the summer months of this year 1941 has shown indications of an upset state of mind probably current in most areas of the United States. Defense areas, defense cantonments, defense factories, defense maneuvers are apparent on every hand from San Diego, California, to Bremerton, Washington. It has affected all life to more or less degree. San Diego, which used to be a quiet little village, where the street-car conductors were accustomed to wait for customers and knew when to let off a passenger, has become a motor-paced city in which only agility of limb preserves the pedestrian's life. The tremendous airplane factories there, the cantonments on the mesa above the city, the new-built city of between three and four hundred residences for defense workers at Linda Vista, the influx of over 100,000 persons to the San Diego area in less than a year (civilian, not military)—all these have changed San Diego into a nerve-wracking city. The somnolent atmosphere that used to be the charm of what the Chamber of Commerce called the most equable climate in the United States is constantly marred by the hum of planes overhead, testing and training. In the environs of Los Angeles the same conditions prevail but not to such major-shattering degree. The Los Angeles area comprised a couple of million people to start with. But the huge airplane factories at Santa Monica, Burbank, and the Harbor with as many as 30,000 persons employed around the clock at one factory alone have turned night into day, and business runs twenty-four hours in the neighborhood of these factories. The tempo of life is speeded, and due to the fact that transportation to work has to be ninety-five per cent by auto, the congestion on major highways three times a day is terrific. And out of the cities, an inference of what a blitzkrieg by a panzer division of, say 14,000 motor vehicles, must be can be had by driving up the coast to San Francisco, when, in the Paso Robles section, you come in contact with the motorized military on the march with only a fraction of that number of machines in operation.

The effect upon education of all this has been very definite upon the Pacific Coast these last few months. It has shown itself in the attendance at the various summer sessions of colleges and universities held this past summer. The decrease in attendance was twenty per cent or more at most institutions though some held to about last year's levels. Outside of defense classes operating in some cities twenty-four hours per day, there has been a decided slackening in interest in education. It may be that the education professors have run their education courses into the ground. So many of them sound so futile when most of the rest of the world is in a death struggle. In addition, the rush of workers to the factories has left a dearth of farm labor, and many schools this fall will open late in order that the school children may help in harvesting perishable seasonable crops. This war work has relieved the educational authorities of one headache, though perhaps not permanently, and that is the problem of the overgrown misfit student, who did not want to go to school. All over the country as well as upon the Pacific Coast these youths from sixteen years and up are in defense jobs drawing down $150 per month and up, and giving the haw-haw to their instructors who had prophesied no good end for them. The aftermath of these conditions may come back to roost again on the educators' doorstep. So far educational budgets have been maintained on the Pacific Coast and in a number of cases increased as in the case of the city of Los Angeles, where the increased budget linked with last year's decrease in attendance caused quite a newspaper uproar during the budget hearings. The Board of Education there maintained its stand and passed the increased budget.

* * *

The dislocation of ordinary pupil population growth in defense areas is still a problem unsettled. Educational authorities in San Diego City and County and in other sections of the West are hoping for Federal aid in housing these untoward numbers of new students, but in most communities whether aid will be given or of what it will consist has not been definitely decided. If these communities put in all of the services demanded, they are placing themselves in a very unsatisfactory financial condition, for when the boom stops and the workers move away, the sack they are holding will be huge and empty.

* * *

The Caroline Swope Summer School for Elementary Teachers, held at Long Beach, California, from June 30 to July 18 and at Santa Cruz, California, from July 28 to August 15, was one of the few institutions that held to its enrollment of previous years, and the session at Long Beach was one of the largest in its nearly three decades of existence. At the two sessions over 900 students were enrolled. Forty-eight California counties, thirty-seven states and Alaska were represented in this enrollment. The Caroline Swope School is primarily for teachers who have their degrees, have done work at the various teacher training institutions throughout the country, or have even taught for few or more years, and who feel the need of refresher instruction or knowledge of the devices of how to put theory into practice. The practical knowledge of everyday classroom procedures is given to the student by a faculty experienced in successful classroom teaching. The charm of the school lies in the fact that the teacher goes away from this summer session loaded with material and minute-by-minute and hour-by-hour instruction of how to keep her pupils busy throughout the school day. Miss Caroline Swope has surrounded her-

self with a faculty of thirty experienced educators many of whom have been with her for years. Among them are Dr. M. Madilene Veverka, Associate Director, and long prominent in the Los Angeles City Schools as Director of the Elementary Curriculum Department. Her specialty is in the field of Reading and Philosophy of Education. Mrs. Ethel Saxon Ward, Curriculum Co-ordinator and General Supervisor of Alameda County Schools, Alameda, California, one of the foremost social studies students of California, presents courses on the Social Studies, The Curriculum of the Elementary School, and The Unit of Work as a Curriculum Experience. In the field of Remedial Reading, Miss Alma Leonhardy of the Alexander Hamilton High School, Los Angeles, gives an outstanding course in addition to classes on Intermediate Language, and Language and Composition in the Upper Grades. Roland Case Ross, science teacher in the John Marshall High School, Los Angeles, presents the scientific courses. He is one of the keenest of educators in his field in the West. Other prominent faculty members include such people as Miss Helen Wright Hovey of the Cumnock School, Los Angeles, in Corrective Speech and Creative Dramatics; Miss Marie Elizabeth Smith, principal, Pacific Boulevard Elementary School, Los Angeles City, in Primary Reading and Mental Hygiene of the Primary School Child; Mrs. Rose Carr Long, supervisor, grades seven and eight, Los Angeles City Schools, in Primary and Intermediate Arithmetic, and Spelling and Mental Hygiene in the Upper Grades; Robert Ethel Phillips, Co-director, Cummock School of Expression, in Evaluation of Children's Literature and Its Presentation; Florence Norse Hord, Head of Upper Grade Crafts, Director of Art, Riverside County, California; Edna Armstrong, Head of Crafts in the Primary Grades, Supervisor of Art, Ventura County, from 1930 to 1940 inclusive. A special feature of the Swope School is the Tours conducted by Mrs. Blanche Wolfers who is a perfect hostess in every detail. The trips are all educational as well as delightful, and credit is given for four or more tours.

The two most numerously attended summer school sessions on the West Coast naturally have for years been in Los Angeles with the University of Southern California leading in enrollment but with the University of California at Los Angeles out on the Westwood Hills on the other side of Beverly Hills creeping up gradually in numbers. To out-of-state people the charm that is in the word Hollywood is the magnet that draws them to Los Angeles, and the prospect of seeing movie stars in person is a thrill to be looked forward to. Then, the fact that a great number of the big winter radio programs originate in the new studios of the National and Columbia Broadcasting Companies in Hollywood is something else to draw visitors. Up to this year attendance at these two institutions had been on the increase generally. Both of them this past summer dropped twenty per cent or more in enrollment. Last year the University of California at Los Angeles registered over 3,100 persons, this year it was over 2,600. At the University of Southern California, which runs a five-ring circus of a regular six-week session, an eight-week session, a post-session of four weeks, the University College and Civic Center Night Session, and a Law School Session, last year's enrollment of 7,539 was decidedly lower. The customary crowds of young and even older men were missing. Too many defense jobs to be had for the asking was the answer. But both Dr. J. Harold Williams, Dean of the University of California at Los Angeles Summer Session, and Dr. Lester Burton Rogers of the University of Southern California Summer Session, were satisfied with the enthusiasm of those attending. Workshops for teachers in the elementary and secondary fields at the two institutions were highlighted by both education faculties. At U. C. L. A. Dr. Jesse A. Bond, Associate Professor of Education and Director of Training was Director in charge of the Summer Elementary Demonstration and University Vacation High Schools. Miss Corinne A. Seeds of the same institution, Principal of the University Elementary School and Assistant Professor of Elementary Education, was head of the Summer Elementary Demonstration School. At U. S. C. the Workshops were under the general direction of Dr. Irving R. Melbo, Assistant Professor of Education at U. S. C. The Curriculum Laboratories of the Primary and Elementary Grades were under the direction of the supervisors of Kern County, California, while the secondary groups were under the guidance of the curriculum department of the Glendale City Schools. Dr. Nila B. Smith, Professor of Education, U. S. C., continued with her Reading Clinic, which she has successfully held during the Summer Session at U. S. C. for several years. The many other conferences on education held at the two institutions were rather sparsely attended. Even educators evidently can be talked out.

Among the educators who were visiting faculty members at U. S. C. were Dr. Willard Stanley Ford, superintendent of schools of Glendale, California; Harry Hayden Clark, Professor of English, University of Wisconsin; Cecil D. Hardesty, superintendent of schools, Montebello, California; Walter Ray Hepner, President, San Diego State College; Clyde Milton Hill, Chairman, Department of Education, Yale University; Eldridge T. McSwain, Associate Professor of Education, Northwestern University; Wendell W. Wright, Professor of Education, Indiana University. At the University of California at Los Angeles visiting faculty members included Lloyd N. Morrisett, assistant superintendent of schools, Yonkers, N. Y.; Harold W. Kaar, Director of Supervision, Contra Costa County Schools, Martinez, California; Homer Halvorson, Reference Librarian, Harvard College Library; Mabel Ruth Fernald, Director of the Psychological Laboratory, Cincinnati Public Schools, Cincinnati, Ohio; Dr. W. W. Kemp, Professor of Education, Berkeley; John T. Wahlquist, Professor of Education and Director of Training, University of Utah; Frank Waters Thomas, President, Fresno State College, Fresno, California; Percival M. Symonds, Professor of Education, Teachers College, Columbia.

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Western School News

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SAN FRANCISCO EXECUTIVE APPOINTMENTS

The San Francisco Public Schools Bulletin reports: "Albert D. Graves, superintendent of public schools of San Bernardino, California, since 1935, has been named Deputy Superintendent of San Francisco Public Schools to succeed to the vacancy created by the retirement of John C. McGlade on July 1.

"Mr. Graves was nominated by Superintendent Nourse from a list of candidates proposed by the Presidents of the University of California and Stanford University. He will report for duty on Monday, September 22.

"The new deputy superintendent will be in charge of junior and senior high schools, a position which involves the general direction of the new program of counseling and guidance in the secondary schools.

Albert D. Graves

"In the same recommendation the Superintendent also nominated Otto I. Schmaelzle, vice principal of Balboa High School, to the position of Director of Counseling and Guidance, in which he will assist Mr. Graves in putting into realization the recommendations of the three-man committee which recently submitted a report on an enlarged counseling and guidance program in the San Francisco Public Schools.

"Mr. Graves attended Whittier College, Pomona College, and earned an A.B. degree in education at Stanford University in 1926. In 1932 he returned to Stanford to obtain an A.M. degree on the subject 'Child Guidance in the San Bernardino City Schools.' Out of this study Mr. Graves initiated the counseling and guidance program in the San Bernardino secondary schools in 1933. The counseling and guidance program developed as a result is comparable to that embodied in the recommendation of the recent survey made for San Francisco.

"Mr. Graves entered the San Bernardino Public School system as a supervisor of part time education in 1932. In the intervening three years he also served as high school principal and director of part time education. In 1935 he was elected superintendent of schools in the southern city and at the expiration of a four-year term of service was re-elected for a second term which he is now serving. . . .

"The appointment of Mr. Graves represents the third in the last 15 years when the San Francisco School Department has gone outside its own organization to fill major positions, the first being the selection of Dr. Joseph Marr Gwinn as superintendent of schools in 1925, the second the selection of Dr. Edwin A. Lee as superintendent of schools in 1933 by the Board of Education.

"Otto I. Schmaelzle is well known to the members of the certified staff of the San Francisco Public Schools. Since he entered Balboa High School as a teacher in 1929 his work has commanded the attention of his associates, especially in the field of counseling and guidance. No perfunctory dean of boys is he, it being the writer's first hand observation that he knew the name and situation of almost every boy in the school. In 1934 Mr. Schmaelzle was named vice principal at Balboa to succeed to the vacancy created by the promotion of Howard McDonald to the position of Deputy Superintendent. He is young, active, aggressive and co-operative in his approach to any educational problem and is always endeavoring to better the situation of those with whom he is associated, either pupil or teacher.

Otto I. Schmaelzle

"Mr. Schmaelzle attracted the attention of the committee on counseling and guidance while it was engaged in the field work preceding its final report. Prior to this time, however, his work as dean of boys at Balboa was made the subject of annual reports to the Superintendent of Schools, which showed clearly that he possesses a firm grasp on the problem."

DUES CANNOT BE COLLECTED BY STATE TEACHERS ORGANIZATIONS

The State Board of Education, in meeting on July 12, 1941, adopted the following resolution, which included a direction that copies thereof be sent to all State college presidents and to all city and county superintendents: "Resolved, That all teachers organizations, state-wide in activity, be prohibited from soliciting or collecting dues in the public schools or State colleges of the State of California; be it further

"Resolved, That any public school administrator or State college president who attempts, in any way, to coerce his teachers or student teachers into subscribing to such organizations shall be considered guilty of unprofessional conduct; and be it further

"Resolved, That this resolution be immediately printed and copies sent to all State college presidents, and to all city and county superintendents, whose duty it shall be to notify all principals of schools under their jurisdiction."

It is stated that no national or local organizations are affected, and that this is intended for the California Teachers Association only.

Dr. Walter F. Dexter, Superintendent of Public Instruction, was called to Washington, D. C., the first two weeks in September to participate in a national conference of educators from all sections of the country. The purpose of the conference was to discuss education's part in the defense program. Dean William Russell of Columbia University invited the country's leading educators to exchange views on the contributions which education can make in this emergency.

Professor Paul R. Hanna has left Stanford on sabbatical leave for a year's work in Washington as consultant to the National Resources Planning Board.

NEWS NOTES

Albion H. Horrall, assistant superintendent in charge of elementary schools at San Jose for the past fourteen years, is San Mateo's new superintendent of schools. Mr. Horrall is an educator who puts his theory into practice. The best example of this is the book of which he is co-author, *Let's Go To School.* This book, published in 1938, is now in its second printing. It is the story of education which is truly in terms of the developing personalities of individual children.

San Mateo has grown so rapidly that it was necessary to add three more teachers to the staff for the fall term. An unusually well planned building has just been completed to serve as a work shop that will house Home-making and Shop for all upper grade children. A new elementary building is needed, but will not be started until 1942-43 since the Board is sold on a pay-as-you-go policy. Funds have been included in the 1941-42 budget to accumulate toward a building fund for this new school.

Albion H. Horrall

Mr. Horrall's wide experience includes the following positions: teacher, elementary and secondary principal, in the State of Washington for several years; director of the Training School, Eastern Washington College of Education, for three years; assistant superintendent in charge of elementary schools, San Jose, for fourteen years; advisor in curriculum revision and development for San Benito, Santa Clara and San Joaquin Counties and Santa Cruz City; member of California Curriculum Commission; teacher, summer session San Jose State College, for thirteen years; teacher, summer session, Stanford, summer of 1940. In addition to his book, *Let's Go To School,* Mr. Horrall has published many articles in educational magazines.

John F. Brady, chief deputy superintendent of public schools, presided at the annual institute of the San Francisco Public School teachers, held in the War Memorial Opera House, September 2. Speakers were Dr. Harold W. Kent, chairman of the Chicago Radio Council, Dr. Alvin C. Eurich, professor of education at Stanford University, Philip Lee Bush, president of the Board of Education, Joseph P. Nourse, superintendent of public schools and Mayor Angelo J. Rossi.

Dr. Kent told the teachers about the uses to which the San Francisco Board of Education Radio Station KALW may be put as an aid to actual classroom teaching.

Dr. Eurich discussed the recently completed survey on counseling and guidance for the San Francisco Public Schools, a report which he compiled as chairman of a three-man committee. The operative features of the report, which is expected to be put in operation in the classrooms during the coming term, were explained by Dr. Eurich.

Superintendent Nourse discussed with the teachers the part they will be expected to play in making certain that the report is placed into operation in the manner in which the survey committee intended.

Dr. Carl Duncan, of San Jose State College, will conduct a series of science meetings for the elementary teachers of Alameda County during 1941-42. The first meeting will be held at Bret Harte on September 24, at 4:00 P. M. Both lectures and field trips are planned. The course will be offered without fee to the teachers. Dr. Duncan is a well-known authority in the field of science, and Alameda County is fortunate in securing him to guide its science program.

Emil J. Spiering takes the principalship this fall of the Brentwood-Deer Valley School which is a fifteen-teacher school. He succeeds Harold Hill who left Contra Costa County to become principal of the Durham High School in Butte County. Mr. Spiering comes from Ferndale where he has been principal for the past six years. Prior to that he was principal of the Corbel School in Humboldt County for three years. He received his teacher's credentials from Humboldt State College in 1932. In 1939 he obtained his Master's degree at Stanford. Mr. Spiering is a native of California and was born in San Francisco.

The California State Department of Education's August *Report to Governor's Council,* Dr. Walter F. Dexter, Director, contains this note: "The Division of Elementary Education at the request of the California Curriculum Commission is at the present time making an extensive study of curriculum in the social studies of the elementary schools of the State. This study will be designed to provide basic data necessary for future decisions in relation to the recommendation regarding state textbooks in the social studies field. The date for the completion of this study is set for September 15, at which time the results will be reported to the Curriculum Commission."

Dr. and Mrs. W. B. Townsend, psychologists of Riverside, California, held Reading Workshops during June and July at Texas Christian University, Louisiana State University, Coe College, North Carolina State Teachers, West Virginia State Teachers, and New Mexico Normal University.

During August they held a remedial reading school at Lake Arrowhead ending with a workshop for teachers from August 25-29.

Mrs. Mabel Sykes has been transferred from the principalship of the Alamo Elementary School to the principalship of the Lafayette Elementary School. She succeeds Miss Elizabeth Hauselt who has retired after many years of service. Mrs. Irene E. Kelly, formerly principal of the Redding Elementary School, is the new principal of Alamo Elementary School.

Mary H. Supple, vice principal at the Dudley Stone Elementary School, has been promoted to the principalship of the Sutro Elementary School, succeeding to the vacancy created by the death of the late Miss Hilda May. Succeeding Miss Supple at the Dudley Stone Elementary School will be Mrs. Myrtle S. Peck, transferred from the vice principalship of the Monroe-Excelsior Elementary School.

The Quiz Kids, radio's famous juvenile master minds, now have a modern school room atmosphere for their weekly broadcasts. These young prodigies of the air demonstrate their amazing knowledge while comfortably and properly seated in the most modern of school seats—the American Universal, product of the American Seating Company. Formerly they sat behind a big table over which the tiniest of them could barely squeeze a squint at the studio audience. Children for the program are often suggested by their teachers. Questions are unrehearsed.

CONFERENCE ON ELEMENTARY SUPERVISION

By Bernard Lonsdale
Course-of-Study and Field Assistant, Los Angeles County Schools

The Conference on Elementary Supervision sponsored by the University of California at Los Angeles in cooperation with the State Department of Education, the Department of Supervisors and Directors of Instruction of the National Education Association, and the California School Supervisors' Association was held at the University of California at Los Angeles July 14-25, 1941. The conference, one of the four official conferences sponsored by the National Education Association during the summer, was under the leadership of Miss Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education.

Due to limited accommodations for visiting at the University Elementary School, it was necessary to limit the attendance to one hundred. The participants were persons engaged in supervisory capacities working directly with teachers in the planning and improvement of educational practices. They represented twenty-five counties in the State of California and twelve states in the United States.

The purpose of the conference was to provide conditions under which supervisors could gain understandings and insights which would enlarge the usual concept of the scope of supervision in a manner consistent with democratic philosophy.

"Democratic Guidance of Teachers in the Modern School" was the theme of the conference. At the opening session Miss Heffernan expressed the challenge which prompted the theme and guided the planning of the conference when she said, "With the ideals and principles of democracy challenged throughout the world, it is appropriate that those who guide the professional services of teachers examine their practices and determine how they can better exemplify democratic beliefs."

In an effort to further the theme and to realize the purpose of the conference, different types of activities were planned: observations in classrooms at the University Elementary School, critiques on supervisory practices, general sessions on major aspects of the elementary school program, section meetings to extend special interests, luncheon meetings, and special group conferences. A deliberate effort was made to create an environment that would foster the free and informal exchange of ideas, demonstrate the value of group thinking, and provide a definite leadership which would project further the purpose of the conference.

One of the decisive reasons for selecting the University of California at Los Angeles as the meeting place is the presence there of the University Elementary School. This school has been operated as a demonstration school for the past sixteen summers under the direction of Miss Corinne Seeds, Assistant Professor of Education at the University of California at Los Angeles and Principal of the University Elementary School. Another important reason for the selection was the availability of Miss Seeds and the staff of the demonstration school as resources to the conference. Miss Seeds has made a unique and unparalleled contribution to educational history through her work at the University Elementary School where she has succeeded in putting into practice a philosophy which bases its practices on the nature and needs of children and which is cognizant of the functions of a school in a democratic society. The demonstration teachers are experts in guiding boys and girls in democratic living. The recreational and housing facilities of the University are also made available to those attending the conference.

After the first day, members of the conference spent two hours each morning visiting the University Elementary School. The program of the morning centered around one classroom. Due to the limited accommodations for visitors, it was necessary to divide the conference members into two groups. Each group visited for one hour under directed observation in one classroom selected for the day. When not visiting under directed observation, members were free to visit other classrooms according to their special interests. The visiting started in the nursery school and continued through the sixth grade. During the hour such phases of the elementary program were brought sharply into focus as: activities in social studies and related reading, planning and evaluation of activities in social studies, fine and industrial art experiences, dramatic play and rhythms, problem-solving techniques, and so forth. Thus opportunities were provided for members to observe superior teachers at work—teachers who were sensitive to the nature and needs of boys and girls and who planned experiences which gave boys and girls opportunities to live democratically in social situations. The observations in the classroom selected for visiting formed the basis for the discussions at the meetings which followed.

The entire group met at eleven o'clock each day for a critique on supervisory practices. The conference had hardly gotten into swing before this hour was recognized as the highlight of the day. The plan of procedure was unique and introduced a new and effective technique for conference meetings. The plan followed was to have a student supervisor confer with the teacher whose classroom had been visited during the morning for directed observation. A supervisor then evaluated the conference of the student supervisor with the teacher. A discussion period followed which provided an opportunity for the audience to evaluate the teacher, the student supervisor's conference with the teacher, and the supervisor's critique of the student supervisor's conference. All the possibilities for evaluation in this procedure indicate the challenge and stimulation in this type of meeting. The enthusiasm of the participants gave evidence of its value in conference practices. It was probably the first time supervisors had an opportunity to observe a supervisor in conference with a teacher in a situation where each had had a common experience which would permit him to identify himself wholeheartedly with the participants on the program. It was no easy task for a student supervisor to assume the role of a supervisor and to help a teacher grow who had been selected to demonstrate because she was an expert teacher. As the critiques progressed, they became marked by a spirit of give and take which caused the participants of the conference to sense that they were engaged with a large group of associates in a cooperative learning enterprise.

The critiques on supervisory practices in no way gave the final answers to the questions which challenged the members of the conference. They did open up in a dramatic and meaningful way for further consideration the need of supervisors for a better understanding of the democratic process. They indicated ways in which the supervisor might exercise effective leadership within the democratic framework. They indicated ways in which supervision might evidence a profound respect for personality and a consciousness of the potential contributions of each member of a group. They indicated ways in which supervisors might evidence enthusiasm for enterprises which provide opportunity for participation of each member of a staff. They indicated ways in which the supervisor might be a genuine

guide and counselor. They indicated the need of the supervisor's activity in the wider aspects of professional work which would make possible the leadership and contributions which would justify his position of influence. By opening up these questions, thinking and action were challenged and stimulated in ways which projected further the purpose of the conference.

A general session was held each afternoon. At these sessions outstanding educators presented papers on different aspects of the modern elementary program. The presentations were followed by panel discussions during which panel members or members of the audience sought further clarification of the concepts presented, or developed further the concepts expressed by the speakers. The speakers served as valuable resources to the conference by further elaborating the philosophy underlying the modern program, by analyzing its aspects, and by describing practices which would assure the realization of the philosophy expressed.

On four afternoons during the conference, members were at liberty to attend the general session or to attend a series of four meetings conducted by Miss Corinne Seeds. The topic of the series was "The Development of An Area of Experience" and Miss Seeds devoted each meeting to the sequential development of the topic. Recognized as a leader in the field of elementary education, Miss Seeds attracted a large attendance at the series. The thoroughness and understanding with which she presented the materials from her rich background of work with children and teachers made the meetings a valuable asset to the conference.

The three luncheon meetings which were planned had one hundred per cent attendance. An outstanding educator in some particular field gave a talk at each of the luncheon meetings. These luncheons turned out to be get-togethers which provided opportunities for pleasant social contacts and helped to enrich the spirit of the conference.

Throughout the conference special group meetings were held at which groups participating in the program got together to further their plans. These informal meetings made it possible for members not only to further their plans but to share experiences and to become better acquainted with fellow workers.

The effectiveness of the conference can be evaluated only in terms of changed understandings and insights on the part of participants relative to the scope of supervision. These changed understandings and insights will be effective only in so far as they influence action on the part of supervisors in their continued efforts to work with teachers in the planning and improvement of educational practices. The enthusiastic comments of the participants expressed a renewed faith in the democratic process and a conviction that they as individuals can be instrumental in its perpetuation. There was evidence from the expressions that the conference had been a successful learning experience.

The success of the conference must in a large measure be attributed to Miss Helen Heffernan whose leadership was a resource of inestimable value. It was her responsibility to plan the program and carry it into action. In doing so every detail was planned to project further the purpose of the conference. Attention was given to the utilization of participants as resources and guidance was provided by a careful selection of leaders for each meeting. In so doing, Miss Heffernan indicated her faith in the democratic way—a faith based upon a conviction that men and women are capable of creative, cooperative, and intelligent action in the solution of their problems.

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THEATER NEWS

Tobacco Road begins a farewell engagement at the Curran Theater Sunday night, September 21. There will be matinees Wednesday and Saturday and seats will be scaled at popular prices. The original New York cast, headed by the noted star, John Barton, is presenting the play.

Written by Jack Kirkland, *Tobacco Road* is the most successful play in the history of the theater. It ran eight years and 3,180 performances on Broadway and has been presented in 310 cities in 41 states, with return engagements of from one to eight times in 214 cities. This is positively the farewell tour of the most discussed stage story ever produced.

Ethel Waters comes to the Curran Theater on October 13 in *Mamba's Daughters,* a drama of life among the negroes of Charleston, written by Dorothy and DuBose Heyward, who were also the authors of that other negro classic, *Porgy and Bess.* Songs written by Jerome Kern and sung by Miss Waters and the whole company highlight the dramatic intensity of the play. The cast appearing with Miss Waters is the same that appeared with her for eighteen months at the Empire Theater in New York City, including: Fredi Washington, Willie Bryant, Robert Thompsen, Georgia Burke, Ethel Purnello, J. Rosmond Johnson, and the famous J. Rosmond Johnson Singers.

"EDUCATION FOR THE NATIONAL EMERGENCY AND AFTER"—STANFORD

By Hazel Ross

One of the most talked of educational conferences this summer was Stanford's "Education for the National Emergency and After." At the opening meeting Dr. Grayson N. Kefauver, Dean of the School of Education, stated the aim of the conference and explained the need for re-examination of our educational program. Reading from the Educational Policies Commission's publication, *The Education of Free Men in American Democracy,* he emphasized that "Leadership passes into other hands if men of good faith fail to provide it."

The leader of the conference, and the main speaker at several general sessions, was Eduard C. Lindeman, New York School of Social Work, Columbia University. Mr. Lindeman outlined what he believed to be the long-term objectives of education during the national emergency and the resources out of which these may be achieved. Panel discussions followed these general sessions, but there was such complete concord among the panel members and the audience as to the objectives and resources vigorously presented by Mr. Lindeman that it was difficult to get a good discussion going.

The present war, Lindeman declared, is to be regarded as the manifestations of an underlying revolution. In simplest elementary form the revolution is this: "under the aegis of democracy" France, England, and the United States achieved an almost incredible success. There was this flaw: they never could give their high standard of living to more than thirty per cent of their people. Beyond that point their system would not work. This cycle could have gone on indefinitely if not for our system of popular education. Because of education people can never again be convinced that poverty is necessary for the testing of their souls. They will never again believe that poverty is caused by natural laws or by some kind of hocus-pocus called "economic law." There will be a revolution until this vicious cycle is broken and the good life is made possible for every decent citizen. But there is no reason to believe that America will be limited to either communism or fascism as a remedy. Americans must work out their own economic, social, and cultural planning to solve their problems. Unless we can go into this revolution and fight the war for the expansion of democracy in our own country, we might win the war and lose democracy. We have to make our democracy work *while* we win the war. We should imitate the Chinese who have already accomplished what we should be doing.

Lindeman made short work of our "good neighbor" policy. "In spite of all our talk which we haven't done anything about," he said, "a Nazi victory would bring South American countries into a Nazi order." South America really has more in common with Europe than with us anyway, and South Americans are suspicious of us because we have offered our friendship only when we have something to gain. This same view was expressed elsewhere in the conference by Ernesto Galarza, Chief, Division of Labor and Social Information, Pan American Union, Washington, D. C. The United States must not try to "buy the good will of its neighbors," he declared. If there is to be an effective union between the United States and Latin American countries, it must be more than an emergency friendship. Certain definite steps must be taken over a long period of time to raise the standard of living and increase the low purchasing power of Latin America.

After the war, provided it can be won, some of the more important steps that must be taken are the following, Mr. Lindeman indicated. America must not only join a world organization but be the center of it. She should not shut out any other nations with discriminatory tariffs, and all peoples should have access to raw materials. We must get rid of our bad education and change our way of teaching economics particularly, so that pupils will have the chance to see the necessity for these things. All social service must be expanded so that nobody will be below a decent standard of living. There must be a state program to provide cultural leadership for our people. There must also be a quantitative expansion of education with pre-school training at one extreme and adult education at the other. It is possible that it will be more difficult to achieve all this than to win the war. We must be prepared for "peace when it breaks out."

Everyone was as much impressed with how Mr. Lindeman says things as with what he says. He can talk the high-sounding language of educators—though he grows impatient with it—or he can talk the language of the common people, which he is coming to prefer. Specialists, he observes, are people so absorbed in their specialization that they coin words by which they can communicate with other specialists but which make them unintelligible to common people. The result is that common people distrust specialists who *should* be more social than anyone else just because of their education—education carries with it that obligation. So Lindeman himself often speaks in hard-hitting colloquialisms, as when he referred to the ample resources we have for meeting this emergency: "The stuff's there," he said, "nobody will ever convince me that the stuff just isn't there."

"The stuff's there" could have been the theme of Lindeman's series of addresses at this conference. It's there, and why then, don't we use it? The answer, as stated by L. Deming Tilton, Regional Chairman, National Resources Planning Board, Berkeley, is simply that it has not been profitable for men controlling production to provide the needed quantities. The reason for our economic failure, Lindeman indicated, is moral, not technological. Our failing is human relations. We simply don't behave decently to one another. To education this should mean more and more humanizing of the curriculum. It should also mean the increasing use of psychology with its great store of information as to just why people are so mean to one another, what the dangers of various forms of frustration are. There should be a mental hygienist and mental hygiene courses in every school.

That "the stuff's there" is proved by the three valid reports available on potential production in this country, Lindeman said. Study of these reports showed him that within three years we could provide sufficient food not only for the population we have now, but for 400,000,000. We have more housing material than any other country in the world also, yet we are one of the worst housed nations. And the reason is a flaw in our minds, in our way of looking at our obligations to one another.

Though it is popular today to say that we don't learn from experience, Lindeman believes that history is one of our best resources, that we are not necessarily subject to custom, habit, and tradition, and that human nature is a lot more flexible than we have believed.

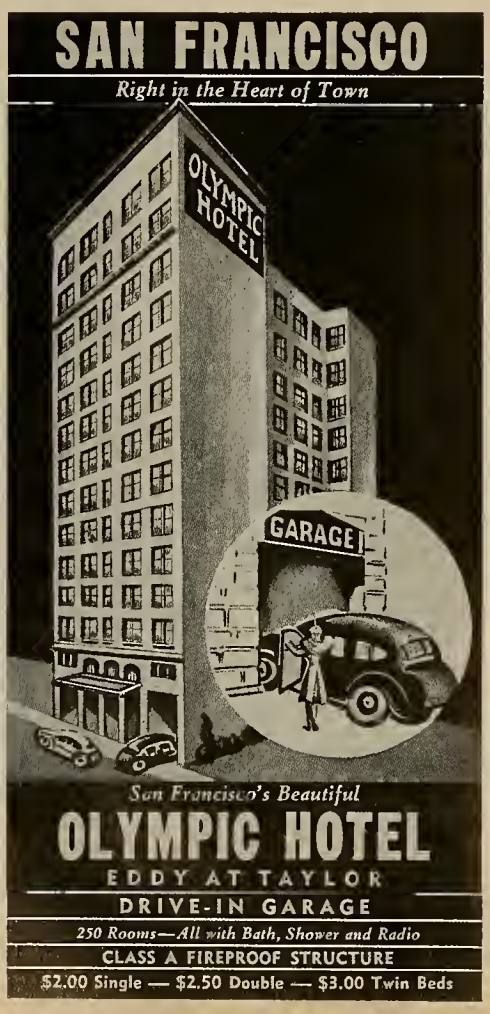
In listing our resources in this emergency Lindeman had not mentioned religion, confining himself to demonstrable resources. When a member of the panel introduced this subject, Lindeman said that he did not believe the organized

churches of our time "in the light of their record" deserve to be considered as serious resources. This was the only point on which there was really observable discord between the speaker and the audience. We only wish Mr. Lindeman had gone on to review the "record" of the church's failure, for he does not by any means deny the importance of spiritual life or the fact that our whole culture is based on Hebraic ethics. He said he had not mentioned religion as a resource because he didn't want people to think they could solve their problems *by going to church.* In view of the criticism directed at him for these statements by some members of the audience, it was particularly interesting to hear a churchman express exactly the same point of view at the Sunday morning meeting in the Stanford Memorial Chapel. Rabbi Edgar Magnin of the Wilshire Boulevard Temple, said that the church has become a "kind of museum where we collect things which have been important but which we don't use any more." Too many church-goers are respectable but not virtuous. He emphasized the definite connection between virtue and economics also—"it is much easier to be virtuous on a full stomach." To be of any use in this emergency the church must stand for something definite, concrete, and specific, he said.

Another important speaker at the conference was Floyd W. Reeves, Director of the American Youth Commission, Washington, D. C. He too emphasized that we have all the resources we need though we have never used them. "Our history is one of wasteful exploitation of human and natural resources," he said. But now we are embarking on a great major scale of social planning and we must apply the same degree of energy to this task that we devote to the war. Many of our citizens, however, are not sold on the idea of social and economic planning, and it is the job of those who guide the nation to make the public aware of the necessity of this kind of planning. Mr. Reeves said that young people need to acquire a social point of view while they are still in school by participating in social and economic planning. He suggested many community activities in which youth might participate.

Dr. William G. Carr, Director of Research Division and Assistant Secretary, National Education Association, declared that educators must take the lead in putting the world back together again, but according to a brand new plan. "The system of unlimited national sovereignty is done for," he said. "Two great wars in less than a quarter century bear gloomy witness to its bankruptcy. We shall be unwisely led after this emergency if we waste time trying to fit the pieces of world organization back into the old pattern." Educators must be prepared, he said, to step into the controversial questions of economic organizations and social questions.

In spite of the world's present chaos the conference ended on an optimistic note expressed by Mr. Lindeman. It is an exciting world to live in, he maintains. These are times when anything can happen, and just for that reason we have the opportunity to build the kind of world we want. This is no booster-boy false optimism. It is sound reasoning. There may not be anything certain to cling to, but there never has been for that matter, and we now have more resources than ever before. He compared the changing world to a surrealist painting—the same objects are there but in different relation to each other. People ought not to turn away from the world because it is unfamiliar but try to look upon it as an interesting problem.



READING CONFERENCE, UNIVERSITY OF CALIFORNIA

By Luther C. Gilbert

Director of the Reading Conference, Professor of Education, University of California

During the summer of 1940 a Reading Conference for teachers, principals, superintendents and others interested in problems related to the teaching of reading, was conducted at the University of California in Berkeley under the auspices of the Summer Sessions. This Conference was so well received that a second Conference was held this summer.

The central theme of the 1941 Reading Conference was "The Improvement of Reading Among Normal Readers at All Levels." The sessions lasted one week, (July 7-11) with two lectures each morning and afternoon and a panel discussion one evening. On the opening Monday participants were welcomed at an informal tea in Haviland Hall; the Conference ended on Friday with a dinner at the International House.

The topics and speakers who discussed them are as follows:

"The Nature of the Reading Process" and "Reading in the Content Fields," Peter L. Spencer, Professor of Education, Claremont Colleges.

"The Guidance Approach to Reading Development," Eason Monroe, Stanford University.

"Preliminary Appraisal of Pupil Abilities and Pupil Needs at the Elementary Level," Julia L. Hahn, Division Supervising Principal, Washington, D. C., and Adjunct Professor of Education, George Washington University.

"Preliminary Appraisal of Pupil Abilities and Pupil Needs at the Secondary Level," and "Technique for Improving Word Recognition, Speed and Comprehension," Marion Monroe, Specialist in Remedial Instruction and Director of the Educational Clinic, Pittsburgh Public Schools; Lecturer, University of Pittsburgh.

"Adult Reading," C. W. Brown, Associate Professor of Psychology, U. C.

"Recent Professional Books and Outstanding Workers in the Field of Reading," Doris Wilcox Gilbert, formerly School Psychologist and Director of Special Classes, Public Schools, Norfolk, Va.

"The Library and the Librarian," and "Techniques for Developing Vocabulary," Carol Hovious, Head of the English Department, San Benito County High School and Junior College, Hollister, California.

"The Values and Limitations of Phonics in Reading," John A. Hockett, Assistant Professor of Education and Associate Director of Practice Teaching, U. C.

"The Reading Program at San Jose High School," Forrest G. Murdock, Principal, San Jose High School, San Jose.

Panel discussion. "Organization for Reading Instruction," L. A. Williams, Professor of Education, U. C., presiding.

"Adapting Instruction to the Gifted Pupil," Noel Keyes, Professor of Education, University of California.

"The Principal and the Reading Program," Graham C. Loofbourow, Assistant Professor of Education, and Principal of the College Elementary School, Chico State College.

"The Development of Silent Reading Ability," and "The Development of Oral Reading," Arthur S. Gist, President, Humboldt State College, Arcata.

"Report of State Committee on Developmental Reading," Earl E. Crawford, Chairman, State Committee on Developmental Reading, Glenn County High School, Willows, California.

"An Inventory of Reading Interests of School Pupils," Ivan Waterman, Chief, Division of Textbooks and Publications, California State Department of Education.

"The Thought Approach to Composition through Reading and Experience," J. Paul Leonard, Associate Professor of Education, Stanford University.

"Outstanding Personalities in Eye Movement Research in the Field of Reading," Frank N. Freeman, Dean of the School of Education, University of California.

"The Meaning of Great Literature Today," Guy Montgomery, Chairman of the Department of English, University of California.

It was the purpose of the Conference not only to present certain aspects of the scientific background of modern education in reading but to stress practical problems and procedures. Printed and mimeographed suggestions and bibliographies were available.

Most of the people who attended the Conference are connected with school systems in California; however, practically all of the states west of the Mississippi and a few east of it, were represented. Enthusiastic comments, both spoken and written, would seem to indicate that the Reading Conference was very much enjoyed.

ANNUAL CONVENTION, ASSOCIATION FOR CHILDHOOD EDUCATION

By Bernice Baxter

Coordinator of Instruction, Oakland Public Schools

The California Association for Childhood Education and its affiliated local branches were the official hosts for the 48th Annual Convention of the Association for Childhood Education in Oakland from July 7-12. Teachers and parents from all over the United States gathered in Oakland to participate in the conference which had as its theme "Children, Teachers and Today's Crucial Problems." The program for the conference planned by the national officers of the Association included the following major offerings:

Study classes under the general direction of Miss Olga Adams of Chicago, Illinois, President of the Association, were held during the last three mornings of the conference. The topics of the study classes were as follows:

Cultural Relations Within Our Own Country; Cultural Relations Within the Americas; Relation of Youth Problems to Early Childhood Education; Relationships Between Citizen Groups and the Schools; Finances and an Elementary School Program; Welfare of Migratory, Relief, and Low Income Groups; Mental Health of Children and Adults; Religion as an Important Resource in the Lives of Children and Adults; The Arts as Stabilizing Factors in the Lives of Children and Adults; Language and Literature as Avenues of Understanding and Relaxation; Recreation as an Essential to Wholesome Living; Democratic Living in Our Classrooms as an Influence in the Development of Children and Adults.

Studio groups were conducted in which participants experimented with materials and techniques suitable for classroom use. Science, fine and industrial arts, creative writing, music, and the dance and dramatic art were the fields for studio exploration.

Miss Elizabeth Neterer of the Public Schools of Seattle, Washington, directed the studio groups.

General sessions, numerous luncheons, dinners, and special events were planned under the joint direction of the executive officers and the California Association for Childhood Education under the general leadership of Miss Alice Livsey of Glendale, State President. Prominent educators featured at general sessions were: Frank N. Freeman, University of California, Berkeley, California; Lucy Gage, Peabody College for Teachers, Nashville, Tennessee; Harold E. Jones, University of California, Berkeley, California; Aurelia Henry Reinhardt, Mills College, California; Graciela Mandujano, Institute for Rural Education, Santiago, Chile; T. V. Smith, University of Chicago, Chicago, Illinois; and Carleton G. Washburne, Board of Education, Winnetka, Illinois.

The local Executive Committee of which Mrs. Esther Lipp of Berkeley, California, was chairman, took full charge of immediate arrangements for the convention. True California hospitality reigned throughout. The colorful history of California was depicted in song and pageantry. The many social events typified California's warmth and abundance.

Throughout the conference there was continued emphasis of the necessity for those interested in the welfare of young children to maintain opportunities for their normal and wholesome development. With attention given to defense needs concern was expressed for the maintenance of services for children of preschool and early school age.

The teachers in attendance at the A. C. E. Convention expressed a commonly shared feeling of renewed enthusiasm and confidence for the tasks immediately ahead. As representatives from the several states, they experienced opportunities for discussing their problems together and for receiving the advice of carefully chosen advisors. In fact the spirit of the conference was that of the workshop in which participants offer their individual problems for the study and consideration of the group. It was a "doing" conference and not exclusively a "listening" conference.

The officers of the national Association for Childhood Education are to be congratulated upon the fulfilment of their vision for a 1941 conference which focused serious attention upon possible solutions to the crucial problems which face the teachers of today's children.

The several panel discussions in which opinion was exchanged helped to clarify the thinking of both teachers and parents. Enough small group meetings were planned so that those attending the convention experienced a close "give-and-take" with each other. Discussions were not general and theoretical but specific and practical. The five days' experience was more a "conference" than a "convention."

Library News

Edited by MABEL R. GILLIS, State Librarian

DEMOCRATIC LIVING IN THE SCHOOL LIBRARY*

By JASMINE BRITTON
Los Angeles City Schools

Thoughtful educators are considering the place of the school in a democracy at the present critical time. School administrators are revising educational procedures so that teachers may participate in the building of the curriculum. Principals are planning so that there may be many more opportunities for students to experience the democratic way of life within the school.

The Library a Workshop in Democratic Living

Have you considered how many ways the school library serves as a work-shop in democratic living? A satisfactory school library program is fourfold. Its services are interrelated and dependent on everyone's cooperation. Briefly outlined, the four aspects of responsibility for a successful library are as follows: the librarian's service to the schools, the teacher's co-ordination with the library, the student in his relations with the teachers and library, the principal's understanding of administrative controls which encourage library use.

New teachers in a new situation provide the librarian with an opportunity to give the newcomers a friendly and definite invitation to the library to look over the books which will be useful in their students' assignments and in general to talk over their plans.

New Students Visit the Library

The first visit of new students to the library is an important basis for their attitude toward books and for beginning research during their high school years. This orientation lesson should be carefully developed and vividly presented. At this time it is well to pause a moment to bring out the fact that the library books are paid for with public funds and are public property; that the circulating plan of lending books requires everyone's cooperation. It is one of the first experiences in citizenship in a democracy.

While it is true that the main responsibility for the effective functioning of the school library rests with the librarian, there is an intangible value over and above the smooth machinery of the library which makes for a happy situation. This value comes from being comfortably human and of service to others. It is one of the most important values in life. It promotes friendly relations within the entire school, and it requires a librarian with social understanding.

Faculty and Librarian Cooperate

In plans for an improved library the librarian enlists the assistance of the students, the teachers, and the principal for service to the library quite as definitely as the library has served them. The library is a place for community service. It is democratic, and it is making democracy work.

The ability of the student to use the library effectively is aided by the close cooperation of the teacher and librarian synchronizing their efforts to this end. The teacher has informed herself of the resources of the library in relation to the subject taught. The teacher has advised the librarian of the area of interest to be brought out in the class visit to the library. A suitable time is agreed upon, and the class is prepared in advance as to ways in which they will proceed. The librarian is readily available to guide and advise. Before the end of the period there is a moment while the work accomplished is noted, misunderstandings cleared up, and instructions given on the unfinished work to be followed up later in the classroom. The library visit has been an experience in democratic living for all concerned—the students, the teacher and the librarian.

Ability to Read Considered

Another way in which the teacher and librarian can co-ordinate closely is in providing for individual differences in students. The problem of the student's ability to read is a fascinating challenge to the librarian's knowledge and creative use of books on various levels of difficulty.

Recognition of individual differences in interests is another phase in which the librarian makes a real contribution, as the students' personal enthusiasms beyond the limits of the curriculum come bubbling to the surface in their requests for free reading on a wide range of subjects.

Each year there is assigned to the school library a group of student-assistants to help with routine tasks. This arrangement helps the librarian and gives students experience in doing a variety of necessary work for the library as well as an opportunity to gain skill in using the library facilities for their own research questions. The student-assistants prepare new books for circulation; they shelve books; they act as monitors at exits and bulletin board announcements; they help at the Charging Desk. This plan offers another opportunity to participate in the democratic way of life.

Responsibility of the Principal

And now we come to the principal's understanding of the library's contribution to democratic living within the school. He must be concerned with many questions, such as: What is the library's relation to each of the teaching situations? Are there places which are not reached? What can be done to encourage cooperation between teachers and librarian?

There should be ways by which the principal may keep informed on the duties, responsibilities, policies and plans of the librarian. He should consider what administrative controls will encourage the use of the library; what methods will keep the faculty satisfactorily informed on current books, both educational and personal; how the library can participate in experimental studies. He should include the librarian in the early stages of curriculum planning so that the books will be available when needed. He could well have a Library Advisory Committee to advise with the library.

Value of Reading

We are all apt to say, "I have no time to read." Why not change to the constructive outlook and say, "I shall read a little every day." It may be at noon or before dinner or in bed at the end of the day. Within six months there will be several books to our credit and an added awareness of current information we can not afford to be without. The reading done by the members of a faculty reflects a cross section of American interests. There is the casual reader who covers the morning paper and the *Saturday Evening Post*. The reader of popular books perhaps subscribes to the Book of the Month Club and the *Readers' Digest*. The reader with a special interest—it may be Napoleon or Guatemala or Gardens—is an absorbed, pre-occupied person in that field alone. Then there is another group of readers for whom books are food and drink. Such people can be of the utmost assistance and encouragement to the librarian. They can examine and absorb many books rapidly. Such readers are helpful in evaluating

* Paper written from notes for a talk given at the Conference of the Elementary School Principals Association, San Francisco, April 9, 1941.

new books in relation to the curriculum needs of the school.

Teachers and Students Discuss Books

Sometimes the value of a book in a school library is challenged. It is then wise to have comparative judgments from several teachers or to try out the book with students in the classroom. Take them into the discussion, after first giving standards of book selection, and ask for their opinion. Students will show a fine sense of fundamental values. The recommendation of only one person concerning the worth of a book has proved often to be faulty and the book unsatisfactory in actual use. Here it is that the Library Advisory Committee can be exceedingly useful to the Librarian and at the same time gain a wealth of usable information for themselves. But over and above all, the discussion method is a democratic procedure taking care of the needs of the school.

We are agreed that reading is after all the most important phase of education. Every subject depends on satisfactory reading ability. One reason why we have poor readers is that inappropriate books are used in a certain situation, or difficult books are used in place of easier books. Another reason is that the first steps to more difficult reading are taken too rapidly, and furthermore the interests of the individual student are not discovered.

Discriminating Reading Encouraged

How can teachers and librarians encourage discriminating reading on the part of students? How can students gain judgment in the avalanche of propaganda now with us?

Within the last few months the political map of the world has violently shifted its pattern, and like a kaleidoscope of brilliant colors it continues to change. Headlines scream that history has turned a corner for the next thousand years. People are concerned about their future. There is tension about new problems. We are troubled because we have friends or relatives who are affected by the draft. We are uncertain about business conditions and investments. We wonder about taxes and the next regulations of the government. That it is time for rapid adjustments, there is no doubt.

All this goes on while we, in our corner of the western hemisphere, are concerned with libraries and education. We are concerned with the reading of books and the development of boys and girls. We are concerned with youth and the future citizens they will become in a democracy. To some this seems a futile task; to others it is a colossal challenge. It has "stabbed our spirits broad awake." We have come to a new frontier. A road map is required, an accurate map, easy to read, for all the people. It will be a map constantly under supervision. New roads are being built. As we look back, history points out that this has always been true. You recall that John Holmes has said in his poem, "Address to the Living:"

> "It is too late to use the map
> Our parents used. Lay out your
> Own roads westward, curt and
> Confident."

Contribution of the Library

What proportion of the graduating class, after three years in high school, are leaving with the habit of reading firmly established? What proportion of the graduating class have public library cards and an exploring mind to continue learning in the community life before them? Is it true that education has done much on *how* to read and very little on *what* to read? Some one said recently that the United States has a most complete system of education but a most incomplete culture resulting from it. It may be that the library has a contribution to make in the quality of free reading which the students are doing.

Without educational leadership the library may be a passive place where the currents of school life swirl past but do not contribute to it. Without such leadership, too, the schools are not touched by the latent power of the library with its vast resources waiting to be utilized. The principal's interest in the library can make it a vital service, adjusted to the needs of the students.

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

ANNUAL CONVENTION TO BE HELD IN SACRAMENTO

Every school board member in California is invited to attend the Annual Convention of the Association to be held in the city of Sacramento, September 25, 26, 27. The entire program has been planned to assist school trustees not only in the efficient performance of routine responsibilities, but to offer opportunities to learn of the demands which present-day situations make upon public education. Recent developments in vocational programs, made necessary by the realization that men serving in industry are as important to National Defense as those in active Government Service, will be discussed by speakers closely in touch with industrial operations. Mr. Svend Pedersen will describe the needs of such industries as Lockheed Aircraft Corporation, of which he is the Educational Director. Mr. Pedersen has just returned from Washington where he was called for consultation. En route home he visited several camps were he had an opportunity to observe similar operations in various parts of the United States. Particular needs of the Navy for trained men especially equipped for shipbuilding will be discussed by Mr. John R. Alltucker of Vallejo and Mare Island, one of the busiest and fastest growing communities of California. The needs of general industrial plants and the part which California schools are already playing, are also to be considered, as well as implications for future changes in secondary and elementary school programs.

A recent survey covering 100 schools has resulted in so many suggestions for study during convention sessions, that three sectional meetings have been arranged: one for trustees from secondary schools, another for trustees from elementary schools, and a third for trustees from rural schools. Each section will be conducted by a chairman and secretary, and provided with a complete list of suggested topics, so that groups may follow their own inclination for conference. A unique arrangement whereby groups may have luncheon served in conference rooms will give ample time for these important meetings.

Featured on Thursday evening at an open meeting in one of the city auditoriums, will be Mr. Gerhart Seger, noted lecturer from New York City, who will speak on the same topic as during the recent convention of the American Association of School Administrators in Atlantic City; "The Truth and Fiction about the Fifth Column in America." Mr. Seger is a former member of the German Reichstag who escaped from a concentration camp some years ago, and has since become a naturalized American citizen. He is a forceful speaker, and the evening meeting will be open to citizens of Sacramento, as well as various interested organizations.

The railroad companies are cooperating by offering greatly reduced rates from all parts of California to Sacramento for trustees attending the Convention. Tickets will be on sale September 19-27, and return limit is October 7. Stopovers are allowed, and if longer return limit is desired, consult your railroad agent. IDENTIFICATION CERTIFICATES must be presented in order to obtain reduced fares, and are obtainable from the office of the Executive Secretary, No. 6 Professional Building, Bakersfield, or through your County Unit President.

Dr. A. J. Hamilton, President, Chico State College, will address the first General Session. The subject of his address will be, "Our Schools Need Public Understanding and Good Will."

Some of the well known speakers who will appear on the program are Mr. Walter Morgan, Mr. Sam Cohn, Dr. Buel F. Enyeart, Mr. G. L. Aynesworth, Dr. Walter F. Dexter, Dr. Virgil E. Dickson, Dr. Frank Freeman, Mr. Eugene Tincher, Mr. F. Melvyn Lawson, Mr. Howard Campion, and others. No effort has been spared to secure authoritative and interesting speakers, and the arrangement of the program permits the general discussion of nearly all the topics under consideration.

Because Sacramento is the capital city, many unusual entertainment features are possible, and visits are planned to the State Department of Education, the State Department of Architecture, the Capitol, and other public buildings. An informal tea at the Governor's Mansion will be held on Friday the 26th, and the annual dinner of the Association will be on that evening, to be served in beautiful Palm Court. At this time the Sacramento Convention Bureau, under the able direction of Mr. Roy Clair, will present its popular "Evening of Entertainment," preceding an address by Dr. Freeman. These annual dinners have come to be regarded as highlights in all Association conventions, as they are informal and trustees who have been in attendance during past years enjoy renewing acquaintance with old friends.

With the enactment this year of a law permitting the payment of expenses of delegates attending the Convention, from school funds, it now becomes possible for the first time for many trustees serving in smaller rural districts, to attend these annual meetings, and thus acquaint themselves with educational trends and procedures. The opportunity for acquaintance with other trustees is one which is highly prized, and will go far toward equalizing educational opportunities in the various sections of our country.

Convention headquarters are at the Senator Hotel in Sacramento, although reservations are being received at adjacent hotels. All sessions are to be held in the hotel, with the exception of the Thursday evening lecture. Reservations may be made direct to the hotel, or at the office of the Secretary in Bakersfield.

Send in Your Membership Now and Attend the Convention in Sacramento
(But come whether or not you are a member)

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5,000 to 20,000	ADA	25.00
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Fiscal Year Begins October 1, 1941
Membership by School District only, not personal

Annual Convention
California School Trustees Association
Senator Hotel, Sacramento
September 25, 26, 27

Thursday Morning, September 25

GENERAL SESSION
EMPIRE ROOM

Presiding: Dr. C. W. Pierce, President.
Secretary: Mrs. I. E. Porter, Executive Secretary.
Platform guests, Members of the Executive Board and Mr. C. C. Hughes, City Superintendent of Schools.
Greetings: City Superintendent of Schools, County Superintendent of Schools, Mayor Thomas B. Monk.
Annual Address of the President: Dr. C. W. Pierce.
Annual Report of the Secretary: Mrs. I. E. Porter.
Address: "Our Schools Need Public Understanding and Good Will," Dr. A. J. Hamilton, President, Chico State College.
Appointment of Convention Committees:
Convention Location 1942.
Nominating.
Resolutions.
New Legislation.
Adjourn for luncheon.

GENERAL LUNCHEON
PALM COURT, 12:15 P. M.

Presiding: Mrs. I. E. Porter.
Hosts: County Unit Presidents.
Introductions.
Address: "The Future of Education," Dr. F. Melvyn Lawson.

Thursday Afternoon, September 25

GENERAL SESSION
EMPIRE ROOM

Presiding: Mr. Eugene Tincher, 2nd Vice President and Member Long Beach Board of Education.
Secretary: Mrs. I. E. Porter, Executive Secretary.

2:00 P. M.—Theme:
The Schools and National Defense

"Vocational Training for Defense," Mr. Howard Campion, Los Angeles.
"What the Government and Industry Needs From Schools."
Aircraft: Mr. Svend Pedersen, Lockheed Aircraft Corp. Navy: Mr. J. R. Alltucker, Superintendent of Schools, Vallejo.
"A Cooperative School Program," Mr. B. F. Enyeart, City Superintendent of Schools, Burbank.
"View of California School Programs," Mr. Eugene Tincher.
Commentator and Discussion Leader: Dr. V. E. Dickson, Superintendent of Schools, Berkeley.
Implications for High Schools.
Implications for Elementary Schools.
4:15 P. M. Adjourn to visit: State Department of Education, State Department of Architecture, State Capitol.

Thursday Evening, 8:15 P. M.

HIGH SCHOOL AUDITORIUM
Open Meeting for All Interested Persons

Address: "The Truth and Fiction About the Fifth Column in America," Mr. Gerhart Seger, New York City.

Friday, 9:00 A. M., September 26

GENERAL SESSION
EMPIRE ROOM

Presiding: Dr. Louise Hector, Berkeley Board of Education.
Secretary: Mrs. Helen Lacey, Albany Board of Education.

SCHOOL HEALTH PROGRAMS

"Findings of the Draft Boards," Dr. Agnes Fay Morgan, University of California.
"The School's Responsibility," Mrs. Mildred Hale, 1st Vice President, California Congress Parents and Teachers.
Commentator: Dr. Louise Hector.
"The School Board's Responsibility."
Open discussion.

10:15 A. M.—GROUP CONFERENCES

Secondary School Districts—
Chairman, M. B. Youel, Santa Ana.
Secretary, R. C. Smith, Santa Ana.
Elementary School Districts—
Chairman, G. D. Carbiener, Avenal.
Secretary, Mrs. D. D. Smith, Truckee.
Rural Districts—
Chairman, M. L. St. John, Ripon.
Secretary, Mrs. C. A. McReynolds, DeSabla.
Consultants: Walter Morgan, Herman Spindt, Lloyd K. Wood, James McDonald.

Friday Afternoon, September 26

GENERAL SESSION
EMPIRE ROOM
2:00 P. M.

Presiding: Dr. B. M. Marshall, President Eureka Board of Education.
Secretary: Mrs. Ellis Giacomazzi, Santa Paula Board of Education.
Music from Sacramento County Schools.
"Practical N. Y. A. Programs in California Schools." (Several programs to be discussed.)
"Values of National Acquaintance," Mr. John Cate, President National Public School Business Officials Association.
"Questions and Answers," Panel of five members, Mr. G. L. Aynesworth, Chairman.

4:00 P. M. Adjourn.

4:15 P. M. Tea at Governor's Mansion, 15th and H Streets—Informal entertainment.

Friday, 7:00 P. M., September 26

ANNUAL DINNER
Dr. C. W. Pierce, Presiding

"An Evening of Entertainment," presented by Sacramento Convention Bureau.
Address: "Education—A Challenge to School Board Members," Dr. Frank N. Freeman, Dean of Education, University of California.

Saturday Morning, September 27

GENERAL SESSION
EMPIRE ROOM

Presiding: Dr. C. W. Pierce, President.
Secretary: Mrs. I. E. Porter, Executive Secretary.

Fields of Constructive Service for California School Trustees Association

1. County Units: Mr. Leon Hess, President Albany Board of Education.
2. Educating New Trustees: Mr. Walter Morgan, State Department of Education.
3. Public Relations: Mrs. Laura McCandless, Montebello City Schools Secretary.
4. Legislation: Mrs. I. E. Porter.

"Laws Enacted in 1941 Legislature," Alfred Lentz, Legal Advisor, State Department of Education.

Legislative Needs for 1943:
Open discussion.
Reports of Committees:
Nominating.
Resolutions.
Convention Location 1942.
Election of Officers:
Introductions.

12:30 P. M.—Convention Adjournment.

Saturday afternoon has been reserved for sightseeing and recreation. The local committee on arrangements, with the cooperation of the Parent-Teacher Association, will announce plans and take reservations for trips immediately following adjournment.

Book Reviews

From Ginn and Company

My English, Books One and Two, by Tanner and Platt, Price, each $1.12. These are the first two books of a four-book series. Each book of the series is an independent book which may be used individually. Used in conjunction with the other books, it provides an unusually effective, well-balanced course in English for the four years of the high school. These books give particular attention to definite instruction and practice in grammar and good usage. *My English*, as the title indicates, is a pupil's book. It is written throughout from the pupil's point of view, it is designed to appeal to his present varied interests and to fit his experience and his language skills. An orderly arrangement of material makes the book easy for the student to use and easy for the teacher to adjust to her class needs. A specially helpful feature of the series is that it does not take the pupil's ability in listening for granted. Training in listening and reading is emphasized just as much as in speaking and writing. Ample attention is given to the need for evaluating what we read, see, and hear: appreciation of books, judging newspapers and magazines, motion pictures, and intelligent use of radio.

From the Macmillan Company

All Aboard for Alaska! by DeVon McMurray. Price, $.96. This is young DeVon's own story of his vacation trip to Alaska, told in his own words. It begins when he leaves his home in Indianapolis and traces his journey across our country to the Pacific Coast. From there he embarks on an ocean voyage through British Columbia's beautiful Inside Passage and visits many of Alaska's interesting ports. His trip is climaxed by a journey into the interior on the Alaska Railway. DeVon's stories of the native Alaskans, their dress and customs, and his return trip through the Indian country and the Dust Bowl are equally well told. For ages 9 to 12.

From D. C. Heath and Company

Junior English in Action, Third Edition, by Bardwell, Falk, Tressler, Shelmadine. This edition has the now familiar, highly successful division into (1) Your Language Activities and (2) Your English Handbook in which reference material and drill on fundamental skills are quickly available to pupil or class, yet are out of the way when not wanted. Consequently, every teacher can adapt these books to her classes. All the grammar is functional. The emphasis is on constructive drill in sentence structure. Grammar is applied to speaking and writing clear, correct sentences, to developing sentence sense, to punctuating sentences so they may be clearly understood, and to getting the meaning of what is read. The activities of *Junior English in Action* are based, as are many other English texts, on a study of numerous syllabi, and on suggestions of *An Experience Curriculum in English*, but the superiority of *Junior English in Action* activities lies in the author's first-hand knowledge and friendly understanding of boys and girls.

Speech is emphasized throughout the book. Good citizenship and participation in community life are stressed through emphasis on behavior at home, in school, and in the community. Safety is effectively taught. The book makes an important contribution to the correlating of English with other subjects studied in junior high school, particularly as regards the social studies and natural science.

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Official Bulletin of the California School Trustees Association

A Scene from the Film, "Building For The Future," Photographed in San Francisco Schools

The Story of Industrial and National Defense Training in the City's Schools

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

October, 1941

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CALIFORNIA TEACHERS ASSOCIATION

THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
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The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

President
JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

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NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Ross

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Vol XLVII, No. 7 San Francisco October, 1941

Jottings of a Traveling Bookman

By W. M. CULP

The similarity of school problems confronting the administrators of public education throughout the United States is more evident this school year of 1941-1942 than usual. Because of the impact of world conditions there apparently has been a toning down of wild experimentation in school curriculum and procedures. Solid, straightforward, old-fashioned pounding upon essentials seems to have gripped the land. The goodness of wide, social change is being rather doubted. There is a desire to hang on to the good things that up to the present time have made the United States one of the wonder nations of the world. Again, the uncertainty due to the tremendous new taxes that property and persons will have to pay in the ensuing months has caused apprehension as to whether public education will have as large a share of public taxation as in the past. The pinch is already seen in some areas, but on the whole school districts are freer from economic troubles this year than for some time past. With business rising tremendously all over the country, with less unemployment than in many years, with skilled workers at a premium, with the demand for trained workers especially in the vocational subjects still strong, public educators have increased vocational education by leaps and bounds and in many sections are running twenty-four-hour schools for mechanics and machinists. A pall of doubt though hangs over all educators as to the aftermath of the present world situation. Of the future there is still only dark forebodings. Even now, when school administrators come up against the Priorities Commission, they see how little education is considered in the scheme of things.

✓ ✓ ✓

School boards in armament boom towns are advised by Thomas J. Higgins, building survey expert for the Chicago Board of Education, to build cheap schools during the national emergency, "for some day the boom will be over." Higgins warned that in using federal money made available by the Lanham act, the tendency will be to overbuild. The Lanham act makes $150,000,000 available for community facilities in arms areas. Higgins said, "We have come to think of school buildings as monumental. Some of them are better monuments than school buildings. Most of them will last for a hundred years, which is too long. With a doubtful population it is certainly too long." Higgins suggested that the armament towns build school buildings with a life expectancy of ten, fifteen, or twenty years. These buildings should be of semi-portable construction so that the side walls, roof, and sash, at least, might be removed and used more than once. Buildings of this type can be attractive in appearance and need in no way resemble the so-called portable schools. When the need for these buildings has passed, they can be torn down and the maintenance cost eliminated. Much of the material in them can be used for other buildings of far different types. He considers it doubtful, after the emergency, whether the boom town will ever become "home" to workers congregated there.

✓ ✓ ✓

The University of California at Los Angeles under President Robert Gordon Sproul is this year for the first time offering a new curriculum in "American Culture and Institutions." The new major course was decided upon by university officials last fall after students had requested a curriculum which would provide a background in the so-called "American Way of Life." The committee of faculty members to administer the new curriculum under the direction of Dr. Gordon S. Watkins, dean of the College of Letters and Science, consists of Dr. S. B. Hustvedt, Dr. Dixon Wecter, Dr. J. Wesley Robson, Dr. L. K. Koontz and Dr. Walter Rubsamen. Required courses for freshmen and sophomore students, leading to a junior certificate include: first year reading and composition, elements of geography, principles of geography, political and social history of the United States, history of the Americas, history of Europe, American government and two courses on the principles of economics. Also recommended are general anthropology, history of English literature, Pacific Coast history, economic history of the United States, the Anglo-American legal system, American State and local government and social institutions. When a student has earned his junior certificate he may specialize in one of three groups of upper division courses: (1) historical development, (2) cultural and intellectual development, and (3) political, social and economic development.

✓ ✓ ✓

An indication of the trend in women's clubs regarding foreign policies is contained in materials which numbers of groups across the country will be studying during the season which opens for their organizations this month. It is the direct attack on isolationist sentiment in America included in the folios which have been prepared for distribution this week by the National Committee on the Cause and Cure of War. Chairman of the studies, called marathon round tables, is Mrs. Howard G. Hymer of Shrewsbury, New Jersey, who is for her fourth year directing the work of organized groups in every section of the country, with chairmen in thirty-eight states. International relations chairmen of seven national women's organizations now serve on the executive committee, under whose aegis the material has been issued.

✓ ✓ ✓

Fort Bragg, N. C., Sept. 6 (AP)—Wild Root, 33-year-old army mule that threw a soldier a day for seven long years and two the last day, she was saddled, just

to show that she was not weakening, was retired today with full military honors. There was a formal review. An adjutant read the retirement order. A regimental band played. The orneriest mule that ever stuck her nose into an army feed box stood by Lieutenant Colonel William Clarke, commander of the Fourth Field Artillery Battalion, Captain J. O. Seaman and other officers as the battalion —her own—including 687 mules and 117 horses, swept past in full pack. Over the time-hewn back of the little dun-colored mule hung an army blanket with service stripes.

✓ ✓ ✓

Our colleges and universities have always considered themselves the trainers of the leaders. It so happens that everyone can not be a leader. There must be the wheel horses and those that carry on the real work of the land. Most colleges have always played for the cream of the high school and preparatory crop in student scholarship. It is to be commented upon when a college deliberately goes out to secure students below the top third of their high school classes scholastically. That is what Tabor, in southern Iowa, has done. As one commentator puts it, this newest idea is not nearly as silly as it sounds at first. In fact, if Tabor can give the average boy a chance to get a practical education without being handicapped by those who progress faster than he does, something of real worth will have been accomplished. After all, it's the average fellow who is the backbone of this country of ours.

✓ ✓ ✓

C. M. Luce is city superintendent of schools in Elko, Nevada, the county seat of an inland empire. Mr. Luce is a native of Indiana, and a true schoolman. Under his leadership schools and teachers and curriculum have been welded through many years of service into a system of great competency. Though a community of less than 5000 persons, Elko is a city of metropolitan feel, a city in which public education is supported and is of interest to the greatest majority of citizens. It has a hotel, the Commercial Hotel, Newton Crumley, Jr., manager, which books name bands such as those of Ted Lewis, Ray Noble, and Paul Whiteman. Ted Lewis and his gang one morning at the hotel, with the bar screened off, put on a show for 375 of the upper grade pupils. Encore and encore followed, and enthusiasm of the audience wrought the gang to its highest pitch. The management presented 375 bottles of pop. Children are put first in Elko.

✓ ✓ ✓

Dr. Hobart M. Corning, new superintendent of schools this year in Omaha, Nebraska, and formerly of Colorado Springs, Colorado, is picking up where Dr. Homer W. Anderson, now superintendent of St. Louis city schools, left off. Dr. A. J. Cross, director of research and curriculum for Omaha, is carrying on an ambitious program in course-of-study construction in the social studies.

✓ ✓ ✓

W. G. Pence, superintendent of schools, Fairfield, Iowa, recently dedicated a new high school building costing $536,247.00. It is modern in design, equipped with the finest of accoutrements, complete with auditorium, stage, library and gymnasium. It has a twenty-three-acre campus. The building is of reinforced fireproof construction throughout. The exterior is buff brick with a small variation of color and stone trim. All floors in the corridors, locker rooms, and on the stairs are terrazzo. Classroom floors are of asphalt tile. The halls and stairways have beautiful mottled, buff tile to wainscot height. Acoustical ceilings are used throughout the building, with special treatment for acoustics in the auditorium. The wings are readily locked off from the rest of the building. All doors, frames, and lockers are steel. The rooms are of standard measurement with more than the required light area. Ample cabinets for all needs are built flush with the walls. The heating is furnished by two steam boilers, serviced by stokers. Forced ventilation is used in the larger units and window ventilation in the classrooms. Thermostats control the temperature in all parts of the building. Dedication of the plant celebrated the Centennial of the first school in Fairfield, Iowa, which was taught in the year 1839-1840 by a Miss Clarissa Sawyer. Financing was accomplished by insurance of $186,122.00 (received because of the destruction of the old high school building by fire, which was within $3000 of its valuation), Bonds and Premium $105,593.00, P. W. A. Grant $240,086.00, Salvage and other sources $4,446.00. The school capacities are: classroom buildings 750 pupils, auditorium 1068, gymnasium 1200, lunchroom 200.

✓ ✓ ✓

One of the least publicized but one of the most important educational programs of the California State Department of Education has been the Program of Peace Officers' Training carried on by the Bureau of Trade and Industrial Education of which J. C. Beswick is Chief. In immediate charge of this work is George H. Brereton, Supervisor, Peace Officers' Training and Director of the Technical Institutes. During the five years this service has been in operation, zone schools and summer session institutes have been held all over California. Over 5,000 peace officers have taken advantage of the instruction given in these schools attending from two to four hours per week. This past summer two Institutes were held in California—the first, July 7 to 19, took place at the University of California at Los Angeles, and the second was held from July 28 to August 9 on the Campus of the University of California at Berkeley. These California Technical Institutes of Peace Officers' Training have a State Advisory Committee with Earl Warren, Attorney General, State of California as Chairman. Associated with him on this committee is Eugene Biscailuz, Sheriff, Los Angeles County; Laurence W. Carr, District Attorney, Shasta County; Charles W. Dullea, Chief, Police Department, San Francisco; and J. C. Beswick, Chief, Bureau of Trade and Industrial Education. This State Committee works in cooperation with the University of California, the California State Peace Officers' Association, the California State Sheriffs' Association, the California State District Attorney's Association, and the California State Division of Criminal Identification and Investigation.

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Western School News

Edited by MORRIS WAGNER

WALTER BACHRODT ELECTED PRESIDENT OF CALIFORNIA SCHOOL SUPERINTENDENTS

Walter L. Bachrodt, City Superintendent of Schools, San Jose, is the new president of the Association of California Public School Superintendents. Mr. Bachrodt has been superintendent of San Jose schools for the past twenty years. Under his leadership four new junior high schools, three new elementary schools, and one senior high school have been built. Outstanding work has been accomplished in the fields of elementary, junior high and senior high curriculum. A trade school has been fully developed and is now taking an important place in the Defense Program. San Jose's Adult Education Department has gained national recognition.

Walter L. Bachrodt

On the twentieth anniversary of Mr. Bachrodt's superintendency his fellow schoolmen celebrated by giving him a surprise party to express their appreciation of his fine service. Dr. Walter F. Dexter, State Superintendent of Public Instruction, congratulated San Jose on its good fortune in having Mr. Bachrodt's leadership for the past twenty years. A letter was read from the late beloved Dr. E. P. "Dad" Cubberley, Stanford's world-famous dean emeritus of education. Mr. Bachrodt is a former pupil and assistant of Dr. Cubberley. The schoolmen expressed their hope that Bachrodt's twentieth anniversary marks the commencement of another twenty years of service.

Mr. Bachrodt has been in California ever since he was two years old. He was educated at San Jose Normal School, and at Stanford University, where he received his M. A. He has given courses in summer sessions at Stanford five years and at San Jose State eighteen years. He is Past President, Bay Section, C. T. A., and a present member of the State Council.

Other newly elected officers of the California Public School Superintendents' Association are: Vice President, Frank M. Wright, District Superintendent of Schools, El Monte; Secretary, J. R. Overturf, City Superintendent of Schools, Palo Alto; Treasurer, R. Bruce Walter, Assistant Superintendent of Schools, Los Angeles County; Governors, William F. Ewing, City Superintendent of Schools, Oakland; Guy A. Weakley, District Superintendent of Schools, El Centro; and Agnes Weber Meade, County Superintendent of Schools, Marysville.

RESOLUTION AFFECTING COLLECTION OF C. T. A. DUES DECLARED INVALID

The Western Journal of Education has received many letters from readers requesting further information about the notice published in its September issue concerning the resolution adopted by the State Board of Education to prohibit state teachers' organizations from collecting dues. These readers will be interested to know that the regulation of the State Board of Education has now been declared invalid, in a ruling by Attorney-General Earl Warren, under date of October 1, based upon decisions of the California Supreme Court. The Attorney-General ruled that the regulation is invalid because it is discriminatory and would permit county, city, or district-wide teachers' organizations to engage in a practice which would be denied to any state-wide organization.

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HERMAN BUCKNER DIRECTS EDUCATION AT SAN QUENTIN

Herman A. Buckner, widely known young California educator and executive, has assumed the directorship of what is surely one of the most unusual and useful schools in the state, the Educational Department of San Quentin State Prison. Mr. Buckner was formerly vice-principal and district superintendent of Taft Junior High School, Kern County.

The appointment of Mr. Buckner is another forward step in Warden Clinton T. Duffy's effort to make San Quentin the model for penological institutions throughout the country. In state prisons in general the lag has been notorious between the recommendations of penology and the actual conditions. However, in his first fifteen months as Warden, Mr. Duffy has taken great strides in overcoming this lag. He has brought humane and modern methods to the largest prison in the country, and his progressive administration is having celebrated success.

Mr. Buckner, as Director of the Department of Education, will head a faculty of over one hundred inmate teachers. Over two thousand men of the inmate body of nearly five thousand attend school, and the curriculum extends from elementary studies to the most advanced university work. In both day and night classes vocational training in many fields is offered.

Herman A. Buckner

School attendance is not compulsory, but Mr. Buckner states that there is a waiting list for many of the classes. Mr. Buckner is anxious for the men to prepare themselves for useful and successful living in the world again, and his active and sympathetic methods are making the Educational Department at San Quentin the heart of Warden Duffy's progressive program.

NOTES ON THE SUPERINTENDENTS' CONVENTION

By Charles L. Geer

Superintendents who arrived in Santa Cruz Sunday evening, October 6, for the opening of the Superintendents' Convention, had the privilege of a vesper service, with an address by Rabbi Norman M. Goldburg of Fort Ord.

The first main session was Monday morning with two addresses, by Frank Wright, president of the association, and by Walter F. Dexter.

Monday noon the P. T. A. had its annual luncheon and was very well attended —in fact splendidly attended by superintendents. The luncheons of early days—and not really so long ago, as I used to attend them—were poorly attended. I am happy to see that superintendents and principals have begun to recognize that the P. T. A. is the sincere friend of education and those in charge of educational institutions.

Monday afternoon was filled with ten conference sections, and Monday night the superintendents were filled by a fine college dinner at the Casa del Rey.

I cannot take time to give full program for Tuesday and Wednesday. To me the highlights were talks by Henry W. Holmes of Harvard, by John E. Canaday of Lockheed, and by J. B. Condliffe of University of California.

People I missed were: John Sexson—sick. G. P. Morgan—sick. Doris Dozier —do not know.

Dr. Freeman of the University of California—a fine looking man and a friendly man.

Herman Spindt—we do not agree on a lot of things but we like each other. He must be lonesome with all those lady appointment secretaries. I felt sorry for Herman when he had on his reading specs the last afternoon when Olive Rogers of Santa Cruz was singing. He got only the music. I got both the view and the music, and the view was certainly easy on these old eyes.

Other folks I like to look at—personality and friendliness and happiness. Tom McQuiddy, DeWitt Montgomery, J. R. Overturf, William G. Paden, Helen Heffernan, Bill Ewing, Harold Berliner of Hockwalds, and others. I come to these conventions to bask in the sunshine of this friendliness and happiness. I have been resigned for three years but hope to keep on coming as long as crutches or wheelchairs are available. So far I have been able to come on my own power.

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The seven Boy Scouts. These fellows certainly gang together and I'd hate to try to cross the bunch—I'd be in trouble! Let anyone else take warning! The seven state college presidents are a grand lot, and it is great to watch them standing by each other going through the dark woods. They are all coming through O. K. and out into the sunshine.

I pick the two men with finest power houses, Rolls Royce type above the ears—George Meredith and Leo Baisden.

Dr. Walter Dexter likes to joke about his size but never mind, every time we see you or hear you, you grow upon us, and there are few men one can say that of. Most of us shrivel on acquaintance.

If the new president, Superintendent Walter Bachrodt of San Jose, could have landed in early days in the cannibal isles the local boys would have reported "the depression is over and prosperity has arrived." It would be great to be able to turn back the hands of time and give even one time and place a little break.

Superintendent Homer Cornick of Santa Cruz. I like his cheerful smile. It is always Happy Daze with him. He likes my speeches and jokes—so I can't help but rate him highly in mentality. It is surprising what a little appreciation will do to one's judgment. Homer furnished a lot of special, local music from Sunday through Wednesday for the convention.

One morning we had some introductions—nice touches. Dr. Dexter introduced two members of the State Board of Education, Miss Alice Dougherty and Mr. Robert Dulin. Each responded with friendly words. Sam Cohn introduced Charlie Hughes, about to resign after almost a third of a century in Sacramento schools. Charlie made a nice response, protesting he had not expected to say anything. He said, however, and said well.

Frank Wright asked Dr. Aubrey Douglass to rise and take a bow. Aubrey is a modest boy and Frank felt he had not had proper credit and appreciation for all his work on the convention.

STATE REPRESENTATIVE COUNCIL

The State Representative Council, California Secondary Principals Association, met at Fresno, October 7. Officers are: President, Earl Crawford; Vice President, Jesse Hawley; Secretary-Treasurer, Harry G. Hansell; Executive Board, Fred Ellis, Harold Brooks, and Forrest Murdock; Ex-officio members, Aubrey S. Douglass, Helen E. Ward and Roscoe Ingalls.

There are twenty-one district councils in California with a principal representing each council. All the officers, executive board, ex-officio members, and eighteen of the twenty-one representatives, were present.

The morning was spent with a report on a three-day Youth Conference, held at Stanford University, September 18-20. The report was given by Forrest G. Murdock, chairman of the committee. The afternoon session was spent on various problems and suggestions from various sections.

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FRESNO'S SCHOOL LIBRARY COMBINES BUSINESS AND PLEASURE

By May Wienke

Principal, Kirk Elementary School, Fresno

The Fresno City School Department has a very efficient library system in the opinion of the teachers and administrators of the Fresno schools. Many services are available to the teaching staff. Recently another service has been added. The following comment indicates the situation which led to the establishment of the new service.

"Oh dear! Tonight is the night we must go down to the Central Library to select readers and workbooks for next year," said one of the first grade teachers to another. "It is so hot, I hate to go down there, but I suppose we must go. The library notice said that all material will be on exhibit today only, so we will have to go in spite of the heat." This was a frequent comment each spring when the notice came from the Central Library in Fresno that the first grade teachers must go to the library and put in their orders in person. To make it easier for the library staff, as well as the teachers, all available first grade material would be on exhibit for one day. Instead of discussing the material fifty times with as many teachers, the librarians could complete the work in one afternoon.

Last spring, when the time came for first grade teachers to order their material for the ensuing year, the librarian, Mrs. Theodosia G. Manlove, and her assistants, decided to combine business and pleasure. What a surprise when forty or fifty teachers and principals arrived at the Central Library to select books. The building was air-cooled, and was a welcome relief from the hot sun and the dusty school yards. What a pleasant surprise, however, when they opened the door of the library and saw not only the attractively arranged display of basic readers and workbooks, charts and cards, which would be available for the next year, but in one corner of the room a different kind of display! There were large pitchers of iced tea and dainty wafers attractively arranged on a table in the corner of the room with the gracious librarian and her assistants ready to serve.

Mrs. Theodosia Manlove, seated at the left, and some of the teachers selecting books.

As the teachers sauntered around sipping tea, nibbling delicious cookies and really taking time to go over the new material thoughtfully, the general feeling was that this was the most profitable meeting of the kind they had ever had.

NEW SCHOOL AT PUENTE

The new Hudson Elementary School of Puente, Los Angeles County, under District Superintendent D. P. Lucas, was completed and dedicated in December, 1940. It contains practically every late construction and educational feature.

In addition to fifteen classrooms, the buildings consist of kindergarten, manual training, cooking and sewing rooms, showers for girls and boys, library, cafeteria, auditorium, faculty dining-room, visual education, and administration offices, and nurse's unit.

The plant is one-story, stucco-frame and earthquake-resistant. All classrooms have maple flooring. The auditorium and cafeteria are cement and the administrative offices, household-arts rooms, and nurse's unit are asphalt-tile.

The rooms are all equipped with indirect lighting fixtures. Heat is thermostatically-controlled. There is water in each room and an ample closet and shelving room. A public-address system connects each room with the superintendent's office.

The auditorium, which seats 643, has full stage equipment with dimmers, a speakers' curtain, dressing rooms for girls and boys, and costume closets.

To finance the school a $40,000 bond issue was voted, and with an increased tax rate for three years the plant was completed at a cost to the district of $97,-700. The plant is valued at $250,000. It was a W. P. A. project throughout. The workmanship is high class, and the entire project stands as a model for school construction in the county and state.

Dr. Madilene Veverka conducted a series of workshops in reading and arithmetic at Greenhorn Institute, Kern County, last month.

Greenhorn is a resort and scout camp located at an altitude of 8000 feet in the Sierras.

ANNUAL MEETING OF SOCIAL STUDIES TEACHERS

Teachers of social studies in elementary and secondary schools from all parts of the country will meet during the Thanksgiving holidays (November 20, 21, and 22) at Indianapolis. The event is the Twenty-first Annual Meeting of the National Council for the Social Studies, a Department of the N. E. A.

David Cushman Coyle, Colonel W. L. Weible, and Bernadotte Schmitt will address the closing general sessions on Saturday on timely aspects of America's problems in the present world crisis. Mr. Coyle, engineer and economist, and author of the current best-seller, *America,* will emphasize "National Morale." Colonel Weible, of the General Staff of the United States Army, will interpret recent military history and current military problems. Professor Schmitt, Pulitzer prize winner from the University of Chicago, will analyze the historical roots of the Second World War.

Fremont P. Wirth, president of the National Council, will forecast problems that will confront the social studies when the war ends.

Professor Paul R. Hanna, of Stanford University, will speak on "Utilization of Regional Resources in Education."

Of the thirty-five sessions, only five will be "general" sessions. The other thirty will be sectional meetings on special aspects of social studies teaching and limited-attendance study seminars to be devoted to specific classroom problems.

One section meeting will be devoted to reports and discussions concerning the Stanford Social Education Investigation. Discussion will be led by Professor I. James Quillen, of Stanford University, codirector of the Investigation and a member of the Board of Directors of the National Council for the Social Studies.

The Social Studies in the Elementary School, the new Yearbook of the N. C. S. S., will receive extended discussion from its editor, William E. Young of the New York State Education Department, from W. Linwood Chase of Boston University, and from others.

Among the other outstanding national authorities who will speak are: Mary Kelty of Washington, D. C., Ralph Tyler of the University of Chicago, Edgar B. Wesley of the University of Minnesota, Edwin H. Reeder of the University of Illinois, and Howard E. Wilson of Harvard University.

"Education for Citizen Responsibilities" is the theme of a pre-convention conference to open Thursday morning under the joint sponsorship of the National Council and the National Foundation for Education in American Citizenship. Speakers on this theme will include President Felix Morley of Haverford College and Dean William F. Russell of Teachers College, Columbia University.

STATE STUDY CONFERENCE ASSOCIATION FOR CHILDHOOD EDUCATION

The Association for Childhood Education will hold its eighteenth annual state study conference in Long Beach November 21 and November 22. The theme of this convention is "Safeguarding Our Human Resources, The Children." Plans are being formulated by the chairman under the leadership of Miss Ella B. Howell, general chairman of the convention. The variety of events include: general sessions with well-known speakers, work shops, breakfasts, luncheons, teas, a banquet, school exhibits, and a harbor trip.

The general sessions will present two outstanding speakers who will speak on subjects pertinent to the main theme.

Dr. Florence Teagarden gives the first address of the conference. Dr. Teagarden comes from Pittsburgh University and is a psychologist of note. She will speak on the main theme of the convention.

The luncheon speaker will be Dr. Gertrude Laws, director of Education for Women in the Pasadena public schools. Her subject will be "Protection of Young Children in a National Emergency."

Mrs. Gladys Potter, chairman of the workshops, has carried out the general theme in planning the study groups, some of which are:

"Safeguarding the Opportunities for Slow Learners to Realize Their Full Potentialities," Miss Faith Smitter.

"Safeguarding Children's Right to Democratic Living in the Classroom," Miss Ethel Salisbury.

"Safeguarding the Maximum Growth of Gifted Children," Miss Cora Lee Danielson.

"Safeguarding Children's Interest in Books," Miss Gladys English.

"Safeguarding Children's Experiences in the Field of Music," Mrs. Beatrice Krone.

"Safeguarding Children From Misunderstandings Between Home and School," Dr. Laws.

"Safeguarding the Mental Health of Children," Miss Sybil Richardson.

"Safeguarding the Emotional Life of the Intermediate Grade Child," Miss Helen Heffernan.

SCHOOL LIBRARY ASSOCIATION HOLDS BOOK BREAKFAST

Estelle Daisy Lake, Glendale High School, Glendale, contributes the following report of the first book breakfast this year of the Southern Section of the School Library Association of California:

"Some seventy-five school librarians met at the Savoy Hotel in Los Angeles on October 4 for the first of their monthly book breakfasts, presided over this year by Miss Abbie Doughty, able chairman for 1941-42. Summer vacations and world affairs were discussed by groups over their breakfast coffee, after which the librarians settled down to the professional business of evaluating new books, with reference to their use in the different school grade levels.

"Those who have attended these book breakfasts for the past twelve or fifteen years feel that they are among the most helpful and delightful of the meetings planned by the Southern Section of the School Library Association of California. While they are primarily of value to school librarians, teachers and others interested are welcome and often do attend. Occasionally an author also comes to give, firsthand, the background of his or her book. An atmosphere of informality and free discussion pervades. Breakfast reservations are unnecessary, and those not wishing breakfast may come in later for the reviews.

"The evaluation of new books has been made possible by the generous cooperation of several book sellers in the South who have loaned books from month to month. Vroman's Book Store, Inc., of Pasadena, has assisted from the beginning. The California School Book Depository, the Los Angeles News Book Company, Macmillan Company, Morrow's, and other publishing houses have at different times sent or loaned books for review. The book breakfasts mean much, professionally and socially, to the school librarians near enough Los Angeles to attend, and this practical help from the book sellers and publishers has made it possible to see and evaluate books before placing them in the school libraries."

RESPONSIBILITIES OF WOMEN IN A DEMOCRACY

President James Madison Wood, Stephens College, Columbia, Missouri, announces that the educational needs of American women to equip them for the responsibilities of citizenship in a democracy will be analyzed in a three-day forum on the campus of Stephens College in which leaders from all fields of American life will participate. "This forum is being held at this time," Mr. Wood explains, "because we believe that it is now more important than ever to recognize that democracy is no longer the unchallenged, fool-proof ideal as a political organism, but must be fortified with strong moral fiber to survive—and that a nation's whole moral fiber is shaped and nurtured during the formative years in the home itself.

"From what we have seen in the collapse of France and the heroic stand of England, we must inevitably believe that the primary factor is moral fiber. And so we turn naturally to consideration of what produces moral fiber—without which democracy must face defeat and doom. Is it nurtured in a background of culture? Think of the rich heritage of France. Is it produced by the vast organism of public education? Germany had developed that to a high point. These factors are important, if properly administered for worthy objectives, yet it is unquestioned that true moral fiber, whatever the influence of outside agencies, is shaped and nurtured during the formative years in the home itself. Thus the mother, more than any other agency or individual, becomes far more than the mother of her children—she becomes the mother of the ideals and strengths and aspirations of a nation."

A survey of educational needs sponsored by President Wood twenty years ago, which consisted of an analysis of the real-life problems of women in all income brackets had shown, he said, that training for these responsibilities must be concerned with considerably more than classical languages, higher mathematics and physical sciences. To be adequate, he said, an educational program for women must include also courses on marriage and the family, child raising and psychology, home management and practical economics and community service and responsibility.

"There is no reason to suppose," said Mr. Wood, whose 29 years of service as head of Stephens makes him the dean of presidents of women's colleges, "that women's problems today can be solved by what we think of as 'formal' education any more satisfactorily than they were then. On the contrary the 'practical' problems of living have multiplied much more rapidly than the academic ones.

"On top of this, the present urgent need for awakening women to their important role as bulwarks of democracy through intelligent, satisfactory home-making leads us to believe that it is now time to extend that realistic approach throughout the whole field of feminine education, which, undoubtedly, long has tended to place too much emphasis on the *opportunities* of women in a democracy rather than on their *responsibilities*."

DEFENSE TRAINING IN CONTRA COSTA COUNTY

As soon as schools were out in June the facilities of the Antioch, Pittsburg, Richmond, and John Swett Union High Schools were turned over to the National Defense Training Program through the entire day.

During the summer a welding class and an extensive program in shipbuilding have been carried on in Antioch; at John Swett classes in machine shop, welding and burning, marine electricity and marine sheet metal ran all summer and will continue this fall; Pittsburg maintained a machine shop course on a full-day basis; Richmond had a welding and two machine shop courses.

In some cases local instructors were employed; in other cases outside instructors were brought in. The present group of instructors in the local defense training program are outstanding men in their crafts, many of them on leave of absence from the Mare Island Navy Yard, the Todd-California Ship Building plant, and other large industries, for the specific job of preparing trainees to enter industries holding national defense contracts.

Placement to date has been exceptional. On an average, fifty per cent of the trainees have been placed in employment before completion of their training. This average is expected to grow. Indications are that many of the present classes will have to be put on a twenty-four hour basis to meet the increasing need for skilled workers.

The present welding class in Richmond High School is operating on a twenty-four hour basis with thirty-eight welding machines and maximum enrollment. The equipment was originally provided by the Todd-California Ship Building Company, but the federal appropriation for equipment has since enabled the school district to purchase its own machines. The number of trainees taking instruction runs into the hundreds and will undoubtedly increase with the contemplated enlargement of the ship building industry.

Richmond schools extend an invitation to all county school people to visit the welding shop and to see the active part education is playing in the country's defense program.

Defense training activities are to be continued throughout the school year, functioning during the time the regular day school is not in session. In some schools, shops have been placed at the exclusive disposal of the defense training program on a twenty-four hour basis.

In addition to the defense training program, other courses in vocational education have been given emphasis, as indicated by the number of inquiries and requests for classes throughout the country.

The carpenters' and joiners' union in Richmond has requested the Richmond Schools to provide instruction for about 125 apprentices in that area.

CALIFORNIA JOINT COMMITTEE ON WORK EXPERIENCE

By Ruth Macfarlane

School trustees who attended the recent sessions of the Convention held at Sacramento heard several references made to possible changes in school curriculum and school administration, because of the inclusion of work experience as part of the curriculum.

During the past year much attention has been given nationally to this trend. Two issues (April, 1940 and May, 1941) of the *Bulletin* of the National Association of Secondary School Principals were devoted to descriptions of work projects on which youth are assigned by the National Youth Administration. It is felt that California is ahead in this field, by reason of committees which have been working on the problem during the past year, and by reason also of local demonstration being made to implement statements of general philosophy. Since May the committees functioning in California relative to work experience have been engaged in joint efforts of deliberation and extensive research.

The California Joint Committee on Work Experience, which represents these joint efforts, consists of representatives appointed by sponsoring organizations. The officers are: Chairman, Henry A. Cross, Dean, San Luis Obispo Junior College, and Secretary, Ruth Macfarlane, Director of Division of Student Work, National Youth Administration for California.

Some of the functions of the California Joint Committee on Work Experience are:

1. To join efforts of individuals and organizations represented on the Committee to develop work experience as part of an educative process.

2. To survey existing work experience practices and trends as they are now functioning in educational programs.

3. To act as a clearing house for the dissemination of information through available organizations, publications and agencies.

4. To provide current reports on Federal, State, School Code, and local regulations involving work experience as a part of the educational program.

The membership of the California Joint Committee on Work Experience follows:

State Department of Education—
Aubrey A. Douglass, Assistant Superintendent of Public Instruction, and Chief, Division of Secondary Education, Sacramento.

Association of California Secondary School Principals—
M. G. Blair, Principal, Roosevelt High School, Los Angeles.
V. A. Dunlavy, Principal, Sonora Union High School.
F. G. Murdock, Principal, San Jose High School.
Earle E. Crawford, ex-officio, President, Association of California Secondary School Principals, Willows.

California Junior College Federation—
Henry A. Cross, Central California Junior College Association; Dean, San Luis Obispo Junior College.
Dwayne Orton, Northern California Junior College Association; President, Stockton Junior College.
Elmer T. Worthy, Southern California Junior College Association; Dean of Men, Glendale Junior College.
Roscoe C. Ingalls, ex-officio, President, California Junior College Federation; Director, Los Angeles City College.

Association of California Public School Superintendents—
Leo B. Baisden, Deputy Superintendent of Schools, Stockton.
William R. O'Dell, Assistant Superintendent of Schools, Oakland.
Guy A. Weakley, District Superintendent of Schools, El Centro.
Frank M. Wright, ex-officio, President, Association of California Public School Superintendents, El Monte.

California Association of Adult Education Administrators—
Barton L. Webb, Principal, Washington Union Evening School, Centerville.
Guy W. Garrard, Kern County Union High School, Bakersfield.
George G. Trout, Principal, Burbank Evening School, Burbank.

California School Trustees Association—
Mrs. I. E. Porter, Executive Secretary, California School Trustees Association.

California College Work Council—
E. A. Cottrell, ex-officio, Department of Political Sciences, and Head of School of Social Sciences, Stanford University.

National Youth Administration for California—
Ruth Macfarlane, Director, Division of Student Work, Los Angeles.

California Teachers Association—
Arthur F. Corey, Director, Public Relations, Southern Section, Los Angeles.

California Branch of the National Catholic Education Association—
Rev. James T. O'Dowd, Superintendent, Arch-Diocese of San Francisco.

The inclusion of this important matter on the program of the School Trustees Association Convention last month, attests to the active interest and cooperation of the Association in the work of the California Joint Committee on Work Experience. Periodic progress reports will be made from time to time on the work of this committee.

* * * * *

It is interesting to note, in connection with the above article, that at their recent convention in Santa Cruz the committee on N. Y. A. relations of the Superintendents' Association commended N. Y. A. for its service and recognized that numerous other agencies must be developed so that youth will be completely served in our democratic society. The following superintendents were members of this committee:

Vierling Kersey, Los Angeles; J. Warren Ayer, Eureka; Leo B. Baisden, Stockton; John R. Brady, San Francisco; Will C. Crawford, San Diego; William F. Ewing, Oakland; Leo B. Hart, Bakersfield; Robert R. Hartzell, Red Bluff; Curtis E. Warren, Santa Barbara; and Frank M. Wright, El Monte.

CALIFORNIA BOOKMEN'S ASSOCIATION

Most recent among the various state associations of school textbook men to be formed is the California Bookmen's Association. The purposes of this body as set forth in the by-laws are "to promote and maintain the highest standards of ethics between its members and the school people of California; to further the fraternal spirit among its members, and to support all activities that are in the interests of the schools of this state and the national well-being of our country." Another section of the by-laws wisely states that "this Association shall not deal with matters pertaining to prices, discounts, bids, royalties, or similar phases of the textbook business."

The first general meeting of the Association was held at a breakfast during the recent Superintendents' Conference at Santa Cruz. Among the speakers highly praising the idea of the Association were Leo Baisden, Assistant Superintendent of Schools, Stockton; Dr. Ivan Waterman, State Department of Education; William Paden, Superintendent of Schools, Alameda.

The preliminary report of the Committee on Guiding Principles, consisting of A. K. Allen, Bernard Hemp and Ritchie Smith, was made. This committee will continue its work in collaboration with school people.

At a meeting of the Executive Committee held after the breakfast, the following Committee on Public Relations was appointed: Harold Goddard, Morris Wagner, B. F. Hemp, and Donald Robertson.

The officers of the Association are Clyde S. Jones, President; R. H. Loomis, Vice-President; E. R. Colvin, Vice-President; Ruth Mavity, Secretary-Treasurer. Charged also with carrying out the purposes of the Association is an Executive Committee consisting of R. M. Fjeldstad, Harry L. Kaiser, E. E. Walker, A. H. Goddard, R. C. Hamilton, J. E. Leslie.

NEWS NOTES

H. A. Allan, business manager of the American Association of School Administrators, which holds its 1942 convention in San Francisco February 21-26, recently visited this city to attend the first meeting of the local convention arrangements committee of which Dr. A. J. Cloud, president of San Francisco Junior College, is chairman. "Attending the meeting," the *San Francisco Public Schools Bulletin* reports, "were Walter Scheffauer, representing the citizens committee; Mrs. George Beanston, president, Second District, California Congress of Parents and Teachers; John F. Brady, chief deputy superintendent; Walter G. Swanson, vice-president, San Francisco Convention and Tourist Bureau; Walter C. Schmidt, assistant to the superintendent of schools; Mr. Allan and Dr. Cloud.

"Members of the certificated staffs of schools in the metropolitan area will be made conscious of the part they are to play in entertaining this convention, according to plans outlined at the meeting on Wednesday.

"Dr. Cloud pointed out that this was the first occasion when San Francisco was so honored by an educational convention of such magnitude. Mr. Allan explained that for many years Atlantic City, Cleveland and St. Louis were regarded as the only cities in the United States capable of handling the meeting. Decision to meet in San Francisco and the resulting intensive study of facilities available in this community disclosed that this city will be able to exceed all requirements.

"February 25 and 26 of the convention week have been designated as institute days for San Francisco teachers. Many of the convention sessions, Mr. Allan explained, will be of interest only to school administrators, but special programs will be scheduled for teachers."

Donald E. Kitch is the new Coordinator of Secondary Curriculum in Contra Costa County, filling the position left vacant a year ago by the resignation of Stanley Warburton. Mr. Kitch comes from Ventura Junior College and has completed recent graduate study at the University of Southern California. His experience extends over the fields of administration in the elementary and secondary school and of classroom teaching at high school, college, and university levels.

The School Library Association of California, in a recent issue of its bulletin, carried this story as an example of an outstanding junior high school library in Oakland and of the spirit of the teacher back of it:

"Anna Graeme Fraser, late principal of Woodrow Wilson Junior High School, and honorary member of the School Library Association of California, Northern Section, was one of those rare administrators whose love of books and love of children meet in a smile. Many times when walking down the halls of Woodrow Wilson School, Miss Fraser would be accosted by a 'sophomore,' who, bursting into immediate speech, as one does with an old friend, would announce jubilantly, as to one who knows, 'Say, that was a great book you told me about —Captain Kidd, and all!'

" 'Well, I liked it too,' the principal would say, steadily pursuing her way among the pressing throngs of 'change classes' period. The reader would accompany her through the mob, saying, perhaps, 'You know there is another book to that one?'

" 'Yes, I've heard so,' Miss Fraser would answer. 'Good idea, don't you think so?'

" 'Swell!'

" 'Now, if you'll go down and ask Miss Shelton, the librarian—or Mrs. Simney (in recent years)—she'll be able to give you a great story for the week-end. And tell them I'll drop into the library myself in a few minutes.' So was a lesson in literary guidance given by a really remarkable teacher. She'd read all the books! She never gave away the surprises! She knew the exact angle that was the particular reader's angle! That school and those children will always know happier memories for the companion-principal who was the spirit and the power back of a dynamic junior high school library. How beautiful would we make the L'Envoi!"

Jewel Gardiner, Sacramento Teachers' Professional Librarian, was Acting Chief, School and Children's Library Division of the American Library Association during July and August this summer. She relieved Miss Mildred Batchelder, who taught at the University of Chicago summer session.

Miss Gardiner flew to Boston to attend the A. L. A. convention, June 18-25, from where she went directly to Chicago to take up her new work.

Placer County teacher committees, under Superintendent Elwyn H. Gregory, have been working hard for the past year on a course of study which is now available in printed form and in use throughout the county, having been adopted on June 7 by the County Board of Education for use in the county schools, and on July 17 by the Roseville City Board of Education for use in Roseville. Warren T. Eich, Roseville City Superintendent of Schools, called two meetings of his teachers to discuss the new program, one on September 25 for primary and intermediate grade teachers, and one on September 30 for upper grade teachers. J. W. Hanson, principal of Roseville High School, and many of his teachers participated in the latter meeting. D. T. Dawe, Director of Curriculum and Instruction, was present and explained the county program. Through cooperation of this kind on the part of all the schools, one coordinated course of study, with advantages to all the children, is possible.

Otho W. Moore, formerly instructor in machine shop in Moorpark, is Assistant Supervisor of National Defense Training in Contra Costa County. He is located in Richmond for easy access to the ship yards, but he is available for assistance in all schools maintaining national defense classes. His work will deal with the coordination of training and placement of local defense workers.

"Audio-Visual Aids in Action" is the theme of the first state conference of the Combined Audio-Visual Aids Associations of California and the Department of Visual Instruction, National Education Association, Zone VII, to be held October 24 and 25 at Bakersfield. The meeting is sponsored by Leo B. Hart, Kern County Superintendent of Schools, and the Kern County Junior Chamber of Commerce. Organizations participating in the Conference and their presidents, are: The Audio-Visual Aids Association of Southern California, president, Francis Noel, Director of Audio-Visual Aids, Santa Barbara City Schools; the Audio-Visual Aids Association of Northern California, president, Gardner Hart, Director of Audio-Visual Aids, Oakland City Schools; and the Department of Visual Instruction, National Education Association, Zone VII, president, Boyd Rakestraw, Director, Extension Division, University of California.

Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA'S STATE LIBRARY ASSISTS SAN QUENTIN'S PROGRAM*

By Mabel R. Gillis
State Librarian

In speaking on the topic of the assistance given by the State Library to the San Quentin program I should like to take a few minutes to review the history of State Library assistance to the prisons in general.

The educational work in the prisons was known to librarians and is a matter of record as far back as 1917. In that year an extensive report was made to our California Library Association setting forth library service as given in jails and prisons of this state. The report showed that both San Quentin and Folsom were making active use of their libraries. Part of the reading at that time at San Quentin was being done in connection with courses given by the University of California. It was said that of the 2200 prisoners then at San Quentin over ninety per cent drew books from the library. Both Folsom and San Quentin reported that books came by donations and were evaluated by the Chaplain before being placed on the shelves. Both libraries made pleas for more books and San Quentin especially said, "We need textbooks to cover the University study and could use to advantage many scientific books." Nothing was said in that 1917 report about assistance from any outside library except in the way of sending books which had been discarded.

Beginning of State Library Service

Perhaps various prison officials had asked for service from the State Library for years before we have any record of such requests. However, in 1924 we began having letters from prison inmates and with the consent of the Warden these requests were granted. This service was very spasmodic and had little, if any, effect upon the general work of the State Library. Indeed, it probably made very slight impress on San Quentin except as it affected a few individuals.

In the meantime the Sacramento County Library had inaugurated a service to Folsom Prison which eventually became a very active part of the Library's work. In the beginning this service was merely a collection of books sent to the prison for recreational reading. Later the service was extended to the prison road camps, and finally individual prisoners were allowed to present their reading problems to the county librarian in letters. By 1927 this work had grown so extensive that it had to be discontinued, since it was encroaching too much upon the other work of the county library. At that time there were four hundred individual borrowers in Folsom Prison, and county authorities raised objections to the time spent on service to a state institution by a county library supported by county funds.

This date of 1927 coincides with an enlarged activity on the part of the State Library in connection with its service to Folsom. By that time all requests from either institution had to be authorized by the educational director, and a little later we introduced into our service to the prisons the use of request forms such as are used by the city and county libraries of California. This simplified our routines and enabled us to handle the greater volume of requests then being sent to us.

Books for Vocational Training Classes

In the State Library biennial report of 1930 service to prisons was noted in accounting for the large increase in circulation of books from the State Library. One reason, as given, was the opening up of the State Library collection in the new State Library building, and the other reason was that the State Prison at San Quentin was borrowing great numbers of books for use in its vocational training classes.

Naturally, the period of greatest activity in our library service to San Quentin has been during the extensive work of the educational directors there. The courses given have naturally stimulated the use of books and the fact that the educational director was at one period also in charge of library service gave library work an added impetus. The prisoners who have been assistants in the library have been given excellent instruction in requesting books, and the work of the State Library has been aided by the care with which the request service has been brought into conformity with that of public libraries.

Plan of Service Simple

The part of the State Library in connection with San Quentin's educational program has really been so simple as to its plan that there is comparatively little to talk about. We have formulated no courses, we have given no particular advice about books except now and then to compile lists on specified subjects. We have simply tried to provide what books we could of those that have been requested. We have not even kept our circulation figures segregated, but we find that we made a report in 1933, from our shipping records, of the books sent to San Quentin alone. There were over 8,000 volumes sent on special request that year. That was a period of great activity. Our prison circulation is not half that number at present. Perhaps this drop in volume is due to the fact that in recent years we have been adhering more strictly to our policy of purchasing only the more scholarly books not to be found in most of the libraries of the state. Consequently, requests for such books as the more popular style of travel tales cannot be filled. That class and popular biographies have always been in demand at the prisons.

Books requested have been of every type, however. The State Library does not have fiction in the English language. Consequently, books of fiction have to be borrowed from the prison library itself. Requests for other books range over all the classes of literature.

Type of Books Requested

One recent day's mail brought an envelope of 99 request slips from San Quentin, 91 of which were author requests, and 45 of these even gave the State Library call number for the specific titles requested. It is obvious from this that the Recent Accessions lists published quarterly in *News Notes of California Libraries* are checked over frequently in the prison libraries. This particular lot of requests could be divided roughly into a half a dozen groups: first, for books about jobs or hobbies thirty-three, on current history, politics and economics eleven, travel fifteen, literature and biography sixteen, crime and law ten, miscellaneous fourteen. These requests, thus roughly divided into groups of subjects, on further analysis showed plainly the work of the educational department for the promotion of constructive recreation and vocational rehabilitation. They covered such diversified subjects as salesmanship, water color drawing, anatomy,

*A paper given at the American Prison Association Congress in San Francisco, August 19, 1941. Slightly condensed.

engineering, cartooning, yacht construction, midget auto racing, Armenian literature, dairying, poetry, gardening, and psychology.

We have usually had a great many requests for law books. This has been particularly true at Folsom where many of the prisoners serving a second term have been most eager to study the laws of the state in an endeavor to find some point of law that may have been overlooked by their attorneys in their attempts to shorten their sentence or to gain an immediate release from prison.

Little restriction has been placed on the filling of requests from the prison libraries. After consulation we decided not to send books on sex subjects or on crime and criminals, but otherwise anything which is available for circulation may be borrowed.

We have found that there must be a good deal of word-of-mouth advertising. A title which interests the first borrower is requested over and over again.

Service Proves Helpful

A library is always eager to measure the results of the service that it gives, but it is seldom that it can prove any really tangible benefits. A very direct result of the use of books by one of the former prisoners came to us not long ago, and since it is very explicit in showing the effect of library service I want to tell about it. A man who was first in San Quentin and then in Folsom borrowed over a period of years all the books that we had on printing. He left Folsom and we knew nothing about what had become of him until nearly two years ago when we received a letter saying that, due to the benefits derived from a study of the graphic arts from 160 books furnished by our State Library, he was able to step into the outside world after an absence of years and succeed in the printing business. He sent as evidence of his success a splendidly printed book which stated in the colophon that our former prisoner friend had been the compositor.

The plan of State Library assistance to San Quentin is not ideal by any means. As can readily be seen, it grows out of the type of service given to public libraries. It is supplementary only, planned to fill special requests. It is in no sense service that could come from a rounded collection to suit all needs at San Quentin. We buy with the intention of serving state officers and state employees and of building up a sound collection of non-fiction to supplement the other libraries of the State. We accept all special requests from San Quentin and then send out the available books.

Many times we have had a plan in mind for service to all our state institutions. Such a plan as we have imagined would require special financing for books, personnel, and transportation. It would require someone who understands the needs of our various institutions, who has good judgment and who has had the necessary experience to select the books required. A plan based on these general principles, including responsibility for part of the financing by the Board of Prison Directors, has been presented in past years to state authorities, but it has never been felt that money could be found for this purpose.

Many Libraries Cooperate

Since we lack an adequate state system for service to state institutions, other libraries have cooperated in giving service. There is a well-coordinated plan of public library service in the State of California. City libraries, county libraries, and the State Library work together to give a cooperative service as free as possible from duplication of expense, effort and book collections. It is natural, therefore, that libraries in the counties in which prisons are located should give such service as they can in addition to the books on special request which come from the State Library. I have already mentioned the extensive service given at one time by Sacramento County to Folsom Prison. At present the Sacramento County Library is sending for use in the prison only such books as it is ready to discard. These books are mainly of a recreational character.

The Kern County Library has a branch established in the Prison for Women at Tehachapi. The very latest endeavor along this line has been in San Bernardino County at Chino where the new California Institution for Men has been established. As I understand it, at this prison a special effort will be made to establish an adult education program which will aid toward the rehabilitation of the prisoners. The prison library has been established in the study hall and at present occupies four sections of book shelving. Most of the contributions have apparently been made by the Chino High School District, the California Prison Association, and the San Bernardino County Library. Requests for books not available from any of these sources will be sent to the State Library.

Carrying on the Fight for a Better World

The recently extended discussion of social-science teaching accents the increasing significance of this subject in the curriculum.

The challenge to democracy gives social science teaching a magnificent opportunity now—today.

On its shoulders rests the job of developing loyal Americans, appreciative of those freedoms which democracy and democracy alone offers. That this job will be well done is made certain by the words of Donald DuShane, 1940-1941 President of the N. E. A., speaking before a meeting of the Parent-Teachers Association in Boston on May 20. "It is claimed that numerous teachers are attempting to undermine our children's faith in our democracy and that vast numbers of innocent and gullible teachers are being misled by radical textbook authors and Red professors in teachers' colleges and universities. These attacks are neither true nor justified . . . I wish to assure you and others that the teaching profession is loyal to democracy and utterly opposed to the destruction of our liberties. As president of the N. E. A. I have made diligent inquiry and have yet to find an authenticated case of subversive teaching either in our public schools or in our teacher training institutions."

But the task is bigger than that. A democracy for its continuance and its growth requires an intelligent and responsible citizenry. To create that citizenry the social science course must go beyond supporting democracy by precept and must provide the background and the training so that problems may be realistically met and solutions found.

Many school systems have chosen Rugg's Social Science Course and today are continuing to use this course in its revised and simplified edition because in their opinion the Rugg Course is best fitted to give the understanding and to train in the clear thinking, freedom from intolerance, and reasoning from the facts which are needed for today and which are essential for creating a better world for tomorrow—

GINN AND COMPANY, *Publishers.*

California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

NEW OFFICERS, C. S. T. A.

Several new members were added to the Official family of the California School Trustees Association at the Convention election last month. Mr. Eugene Tincher, who has served for the past year as Vice-President, was elected President of the Association. Mr. Tincher is an Attorney in Long Beach, and also a member of that Board of Education. D. Louise Hector, of Berkeley, and Mr. Marion B. Youel, of Santa Ana, are now

Eugene Tincher

First and Second Vice-Presidents, and Dr. C. W. Pierce automatically becomes Junior Past President.

Two new members were added to the Board of Directors, Mr. Frank B. Dickson of Taft, and Mr. Hugh S. Wallace of South Pasadena. No other changes were made in the Executive Board, and former members will continue for the coming year. The entire official personnel is shown elsewhere on these pages. It is with regret that we announce the retirement from active membership on the Executive Board of Mr. A. W. Lyons. Mr. Lyons has had long experience as a school trustee, and also as President of the Fresno County Unit, which under his guidance became one of the most active county organizations in the state.

The first Executive Board meeting of the new year will be held in Berkeley, October 25.

ANNUAL CONVENTION, SACRAMENTO

The Eleventh Annual Convention of the California School Trustees Association has come and gone, but several hundred members from every section of the State will long remember it as an outstanding educational conference. For the benefit of those who were not able to attend, the following resumé will be of interest.

The theme of the entire Convention was "Education For Today and Tomorrow" and throughout the program, which lasted for three days, addresses, discussions, and conferences were pointed toward the necessity for serious thought along this line.

Dr. A. J. Hamilton, President of Chico State College, delivered a keynote address at the opening session which was titled "Our Schools Need Public Understanding and Goodwill." Dr. Hamilton stressed the fact that the public school is an institution established by the people, paid for by the people for the purpose of training its children. The natural goal therefore should be that the people themselves should understand the underlying philosophy and procedures of the school. As no school is an isolated affair, then no school can set up its own individual goal. Dr. Hamilton emphasized six points which are necessary for the attainment of a harmonious school system and urged that trustees be so well informed themselves that they could intelligently reflect to the public the program of their own schools.

The general session drawing the largest crowd and greatest comment was that dealing with the "Schools and National Defense." The program was arranged to show first the basic needs of industry and the government in providing for the National Defense. Mr. R. Randall Irwin, Industrial Relations Director of the Lockheed Aircraft Corporation, and Mr. John R. Alltucker, Superintendent of Schools of Vallejo (Mare Island Shipbuilding Plant), discussed these respective industries in particular and basic industrial needs in general. Having established the basic needs through expert discussion, the programs already in vogue in various schools were ably discussed by Mr. Howard Campion, Director of Vocational Education in Los Angeles, and Dr. Buel F. Enyeart, Superintendent of Schools in Burbank, and the importance of training for an economic existence was stressed by Mr. R. Gordon Wagenet, Director of the Department of Employment, State of California. The salient points of these important discussions were commented upon by Dr. V. E. Dickson, Superintendent of Schools in Berkeley, who indicated the implications for elementary and secondary schools.

Mr. Gerhart Seger, a former member of the German Reichstag and its committee on Foreign Affairs, was enthusiastically received in his first California appearance of the year. Mr. Seger discussed "The Dangers of the Fifth Column in America" and described his personal experiences of like in Germany before the Hitler regime.

"The Schools' Responsibility For Physical Fitness of Pupils" was the theme of another general session, and plans were laid for a wide survey of health conditions in California schools. Dr. Louise Hector, who has long been a State Director of our Association as well as President of the Berkeley Board of Education, discussed the responsibilities of school boards in this connection, following an address by Dr. Agnes Fay Morgan, widely known Nutritionist of the University of California, and a discussion by Mrs. Mildred L. Hale, First Vice-Presi-

OFFICERS AND DIRECTORS
CALIFORNIA SCHOOL TRUSTEES ASSOCIATION
1941-1942

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dent of the California Congress of Parents and Teachers. Mrs. Hale urges that all school board members take a personal interest in the development of good health standards and cooperate with all other health agencies in the community in order that the pupils of our California schools may be first in the establishment of good health systems.

Mr. John Cate, President of the National Public Schools Business Officials Association, discussed the "Values of Nation-Wide Acquaintance," a theme particularly apropos as the California School Trustees Association has taken an active part in the formation of the National Council of State School Boards Associations. National Youth Administration programs came in for study, and the interest of school board members was evident in the spirit of discussion following presentations.

Many group conferences were held on elementary, rural and secondary levels. These conferences were efficiently handled by previously chosen chairmen and secretaries, and some of the topics discussed were: Pupil transportation; school insurance; school lunches, taxation; public utility rates; selection of teachers, and possible reduction of education requirements to permit economies.

Because the Convention was held in our capital city, various unique entertainment features were possible. Trips with personal guides were arranged for State Department buildings and the Capitol, and through the courtesy of Parent-Teacher organizations Saturday afternoon was enjoyably spent in visiting the many Sacramento City Schools and viewing other points of interest in that vicinity.

Perhaps the most enjoyable social event was an informal tea at the Governor's mansion when delegates had an opportunity to visit and inspect this beautiful old home which has been standing for more than sixty years and to greet Governor Olson's sister, Mrs. George M. Hanson, who serves as hostess in the mansion. Tea was served during the late afternoon hours, and informal music added greatly to the pleasure of the guests.

Mr. Roy Clair, Manager of the Sacramento Convention Bureau, has assembled an unusual group of musicians who presented a delightful evening of music at the Annual Dinner. This entertainment feature was so outstanding that favorable comment was heard on all sides. Dr. Frank W. Freeman, Dean of Education at the University of California, closed the evening with an informal address, "Education—A Challenge to School Board Members," leaving the thought with his hearers that public education is not some detached service which can be overlooked and forgotten except at will, but rather one which should be regarded as the life-giving stream of every community.

Dr. Melvyn Lawson, Principal of the Sacramento High School, delivered a stirring address on "The Future of Education" at the luncheon on the opening day of the conference. Dr. Lawson was dynamic in his presentation and urged his audience to take a personal interest in shaping the direction of educational forces in our own state.

On the closing day arrangements were made for delegates to visit Folsom Penitentiary and also to attend the annual evening program at San Quentin Penitentiary in Marin County. Many guests availed themselves of these unique opportunities for first hand information concerning these California Institutions and the entire program was voted the most successful Convention ever held by the Association.

COURSES OF STUDY AND SUPPLEMENTARY TEXT BOOKS IN OTHER THAN CITY SCHOOL DISTRICTS

Courses of study adopted by a county board of education must comply with the minimum standards, when adopted, prescribed by the State Curriculum Commission.

A county board of education has the authority to prescribe the supplementary text books which a school district, other than a city school district, may use and the county board of education may determine as a part of the adopted course of study which of the supplementary books shall be used to supplement the uniform series of text books adopted and furnished by the State Board of Education (citing School Code sections 3.680, 3.681, 3.692, 3.770, 3.772, 6.253, and 6.310).

The duty of enforcing the uniform use of the uniform series of elementary text books provided by the State Board of Education lies with the State Board of Education and each county superintendent of schools is required to enforce the course of study and to enforce the use of state text books (citing School Code sections 6.300, 6.304, 6.305, 6.307, 2.1204 and 2.1205).

The governing board of a school district is required by School Code sections 3.690 and 6.251 to enforce the course of study and the use of text books prescribed by the proper authority subject to the first paragraph hereof. The State Department of Education is not authorized to adopt a course of study for elementary schools.

The supplementary text books referred to in School Code section 6.306 are those books approved for purchase by the county board of education which may be used by the governing board of a school district only in connection with the course of study approved by the county board of education.

The penalties prescribed by School Code sections 6.305 and 6.307 pertain only to the failure to use the uniform series of text books adopted by the State Board of Education.

Principals and teachers are not authorized to prepare or adopt courses of study or to choose supplementary text books. These powers are vested in the county board of education. (A. G. O. N. S. 3593, June 25, 1941.)

SUPPLEMENT TO SCHOOL CODE DIGEST NOW AVAILABLE

More than fifty of the laws affecting school districts, enacted in the 1941 Legislature, are now available in indexed form, in the 1941 Supplemental Bulletin just issued by the Association. A limited number of copies of the complete School Code Digest are also available upon request to the Executive Secretary in Bakersfield.

INSTITUTES

Santa Cruz County: Mrs. Janie Stocking, County Superintendent of Schools in Santa Cruz County, has set the date for the Annual Trustees Institute on October 28, in the city of Santa Cruz. All trustees of the county are urged to be present.

San Bernardino County: Miss Doris J. Sischo, Acting County Superintendent of Schools in San Bernardino County has set November 4 as the date for her County Trustees Institute. The meeting will be held in Etiwanda, and delegates will have an opportunity to visit and inspect one of the most modern of the county schools.

Book Reviews

From the Northern Section, California Supervisors of Instruction

A Public Relations Program for County Schools. Supplying a long-felt need, and expertly prepared, is this program issued by a committee of the Northern Section, Supervisors of Instruction, with Miss Helen Heffernan, Chief, Division of Elementary Education, State Department of Education, as consultant. In its introduction, explaining the need for a public relations program for the schools, the report states:

" Numerous attacks on education have appeared of late in magazines of national circulation. These attacks have been the disgruntled expression of persons whose opinions frequently were generalizations based on their experiences with the children of their own families in one school district. The articles have evidenced little interest in any scientific nation-wide appraisal of public education. Intentionally or unintentionally these authors and the magazines carrying such unauthenticated articles have shaken the confidence of the people in their schools.

"Schools are notoriously understaffed. Every person on the professional staff has responsibilities far in excess of a load which releases much creative energy for the preparation of material essential to an adequate program of interpretation. But the destructive attack upon public education leaves educators with no alternative. To neglect this phase of the educational program is to jeopardize the moral and financial support of schools. . .

"Why have a program of public relations? The common-sense answer lies in the fact that communities will support a program of education only if they understand it and have faith in it."

In various meetings held throughout the Northern Section the following questions were discussed:

1. What issues seem to stimulate public criticism and therefore are in need of interpretation?

2. What techniques can teachers, principals, and the county educational staff use in developing community understanding of the crucial problems?

A chart representing a compilation of many opinions concerning crucial issues and effective ways of interpretation constitutes an important part of the report. In this chart specific ways of interpreting major issues in education are suggested for teacher, principal, and staff of the county office. Some of these major issues are:

"Does the modern program of education give sufficient emphasis to the 3 R's?"

"Is too much time spent on music, art, and physical education? Are these subjects really 'fads and frills'?"

"Is the discipline of the modern schools as effective as in the good old 'licking and larnin' days?"

"How can the public recognize propaganda designed to discredit the schools?"

The report emphasizes the need for teachers to understand the community they serve in order to know what techniques can be used to interpret the schools. An outline is given of how one county acquaints its new teachers with their community. Explanation is made of how the following techniques may be used to interpret the schools to the public: use of the newspaper, radio, school visitation, reports to parents, parent participation. A bibliography is provided.

The entire report is notable for its realistic facing of concrete problems and for its sound specific suggestions for meeting these problems.

From the Los Angeles City Schools

Our Schools, seventh issue, prepared under the direction of Superintendent Vierling Kersey. This journal of the Los Angeles schools is outstanding in many ways—challenging in content, beautifully illustrated, and striking in format. Its foreword states effectively the scope of the issue: "This issue of *Our Schools* catches and reduces to print the thinking and doing of our schools in these days of stress. This summary is presented in order that teachers, whatever their field, may be oriented in their changing world, which presents new relationships and new values with such startling impact that the eternal verities are in danger of being obscured. We have taken stock of ourselves, of our times, and of the times to come, before we are plunged so far into the whirlpool of events that there is no time for stocktaking . . . " The issue specifically enumerates the blessings of America, material and spiritual, emphasizing that "we need to be certain as to what it is that we are now defending." It explains specifically what the school can do to defend these blessings. Special consideration is given to the "Impact of the Defense Program" upon the schools.

From the Caxton Printers, Ltd.

Stars and Stripes by Myrtle Garrison. Price, $3.00. Miss Garrison is an Oakland, California, writer and lecturer, the author of *Romance and History of California Ranchos*. She is widely known for her newspaper work in California and Arizona. With her new book she makes a unique contribution both to educational literature as well as to reading for interest. Every school library should have a reference copy of this book, which traces the history of our flag. Though the Star-spangled Banner is one of the most familiar sights of our everyday life, few of us know its specific history. Particularly do we fail to realize what a *multiplicity* of flags have flown above American soil. Miss Garrison's book outlines the development of the Stars and Stripes of today from the earlier flags of the nation. Tracing the history of a country's flags makes an interesting way also of tracing the

Myrtle Garrison

history of the country itself, its struggles, conquests, victories, and losses. Miss Garrison has achieved a vivid historical background for her subject. The book is divided into four parts: the forerunners to the flag, with a brief history of each of the flags; the flag of the United States, its background and its forty-eight stars; the expansion of the United States under the Stars and Stripes; historic and romantic flags including those used in all the wars in which the United States has been engaged. Besides the history of the flags the author includes chapters on the use and treatment of the flag of the United States—information vital to the patriotic activities of schools and organizations. The many beautiful color illustrations of this book, by W. J. Goodacre, not only picture the flags themselves, but capture the background of each flag. For example, these backgrounds include many early exploration scenes.

Erratum: *All Aboard for Alaska!*, wrongly ascribed to Macmillan in our September issue, is a D. C. Heath publication.

SAN FRANCISCO
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The Western Journal of Education.

Founded in 1895 by Harr Wagner

Official Bulletin of the California School Trustees Association

President Roosevelt with Chinese Ambassador Hu Shih, Chairman of United China Relief, and James G. Blaine, at the White House when the President was presented with a scroll signed by 10,000 students and teachers in Free China in commemoration of the Republic's 30th birthday. The President expressed hope that the United China Relief Campaign, which passed the $2,000,000 mark on the anniversary, would make Americans realize the importance of China's successful resistance to aggression for its effect throughout the world.

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

November, 1941

"You can't beat the Biltmore"

For luxury without extravagance, seasoned travelers choose the Biltmore. Rooms are spacious and comfortable, food is delectable, service superb. In fact, stopping at the Biltmore is the best way of assuring yourself that everything about your Los Angeles visit will run smoothly. Located in the heart of metropolitan activity, you can't beat the Biltmore for convenience and comfort.

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CALIFORNIA TEACHERS ASSOCIATION

THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. High certification qualifications, guaranteeing to every child in the state a well-trained, well-educated teacher.

The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Includes an official bulletin of the CALIFORNIA TRUSTEES ASSOCIATION, and reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS

Irmagarde Richards W. M. Culp Mabel R. Gillis
Florence C. Porter Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

The New York City schools within the year are likely to be faced with a definite decision as to whether the activity program is to be accepted as the basic method in elementary teaching within the city schools. During the past six years seventy schools, enrolling some 70,000 pupils have been demonstration centers and control schools, working along the activity program lines. Dr. Stephen F. Bayne, Associate Superintendent of Schools, in charge of elementary schools, and Assistant Superintendents Dr. Frank J. Arnold, Dr. Benjamin B. Greenberg, and Dr. John J. Loftus, assigned to the Board of Education offices, have been those most closely identified with the movement. If the activity program is formally adopted by the Board of Education, it will then affect the character of the work of over 20,000 elementary teachers who direct the educational training of 585,976 pupils, according to a late register. New York City, as a whole, in its educational practices has deviated from formalized regimented study less than any large city in the country. This has been due presumably to the fact of its largeness and unwieldiness since the city's enrollment of 1,099,087 students makes it the largest single educational institution in the country. With rigid courses of study, systematic check-ups on subject matter, and the overlordship of the New York State Regent's examination, we naturally find the teachers just teaching those things that will afford their pupils an opportunity of scoring high on city wide tests. A high or above average score naturally redounds to the advantage of the teacher. Since there is a movement afoot to abolish the State Regent's examination as heretofore given by establishing a new testing program for New York State schools designed to place greater emphasis upon improvement in skills and not on final marks, the pressure of adhering to set minimums will be relieved.

Progressive education and its activity program has been widely attacked throughout the United States, and in New York City there is a considerable body of teachers who do not yet feel that the activity program is what is needed to solve the educational problems of New York City children. Consequently the just-issued New York State Department of Education Survey Report on the Activity Program within the New York City Elementary System, placing its approval upon the work so far done and advocating its expansion, gives tremendous support to those in favor of the program. The report states that "the activity program, an experiment in progressive education conducted by the Board of Education during the last six years in seventy elementary schools, is superior to the more traditional teaching methods in developing skills in critical reading, elementary research techniques, and in the development of civic attitudes and understanding of social relationships." The survey found the activity program substantially as effective as older methods in teaching the three R's, and recommended the extension of the program throughout the public school system "as rapidly as is consistent with the spirit of the program itself." This survey is the result of about a year's work done by a staff of around fifty educators and consultants, some drawn from other parts of the country, under the direction of Dr. J. Cayce Morrison, Assistant New York State Commissioner of Education in charge of research. The work was done at the request of the New York City Board of Education, who wanted an outside impartial report on the program as it was functioning in the control schools.

This report emphasized that the chief contributions of the activity program as developed in New York City were improvement in the children's social and civic attitudes, their ability to think, and their social behavior. As to the school's influence on the attitudes and behavior of the children in and out of the classroom, the survey has found: (1) pupils in the activity schools like school better, find it more interesting, and tend to carry its influence into their life outside of school; (2) pupils in activity schools tend to excel, and in some cases by reliable differences, in such qualities as cooperativeness, working together, self confidence and poise, lack of subservience, creative abilities, self-discipline, and scientific outlook; (3) in developing respect for authority of the home and the school, the activity and the regular programs were almost evenly matched in the outcomes. It was granted that children of regular schools were found to be superior in grammatical usage, reading for central thought, and reading for detailed understanding, but the differences were slight. The report stated that activity children could acquire as thorough a mastery of knowledge and skills as they would in the regular program.

* * *

The New York Sun, in its stalwart editorial way, sometimes wafts its wand over education. Two recent effusions are quite pertinent. The first is titled "Progressive Education": "From Cambridge, Massachusetts, comes the encouraging word that: 'In keeping with the current calls for streamlining and conservation, Harvard has decided to reduce the regulation nine rahs, allotted for cheering occasions, to seven. Undergraduates will thus be able to conserve their breath and yell faster.'"

The second is titled "Whose Democracy?" Educators are in an almost continuous ferment these days on the question of doing their bit for democracy. Anxious to strengthen the pedagogical front, they are holding conferences every day of the week and sometimes—as was the case with the Teachers Guild last week-end—twice on Sundays.

"But the tactical problems of the pedagogues is not nearly so simple as of the R.A.F. or the Red armored divisions. All the latter have to do is to lick Hitler, whereas the educators are trying to reconcile a host of conflicting ideas.

"One of these was mentioned by Professor Goodwin Watson of Teachers College, Columbia University, in a paper prepared for discussion at the conference of the guild. 'In the interests of democracy,' wrote Dr. Watson, 'we want parents to have more voice in how the school is run. At the same time we recognize that in many communities the parents' ideas are old-fashioned and autocratic. If they had their way, we might be less democratic in school than we are now. How can we resolve this paradox?'

"The problem can be solved quite simply. If the parents agree with Dr. Watson's ideas on democracy, more democracy may be achieved by giving the community a voice in school management. But if the parents are old-fashioned—or if Dr. Watson is more 'progressive' than they are, the teachers alone, possibly with the help of properly indoctrinated students, can look after democracy. The terms are new, but the reasoning has ancient precedent. It was summed up about 200 years ago in the expression, attributed to William Warburton, Bishop of Gloucester: 'Orothodoxy is my doxy; heterodoxy is another man's doxy.' "

In these times of change and stress, with the public schools in the minds of educational leaders being the main instrument through which democratic concepts may be made to function and continue to exist as the basic doctrine of the land, the rapid encroachment of the Federal Government in its subsidizing of education directly under bureaucratic control in opposition to some already established 127,000 separate operating units and school boards has caused increased alarm among all classes of educators in the country as to its ultimate effect upon democratic principles. It is obvious that there is not equality of educational opportunity to all of the pupils in the United States, because of the wide divergence of the distribution of wealth among the states and even of the distribution in the states themselves. The succinct slogan of the California Teachers Association of years ago when under the leadership of Mark Keppel, county superintendent of schools of Los Angeles County, then President of the Association of "collecting taxes from where the wealth was and distributing it in school support to where the children were" is seen in its counterpart of the Federal argument of collecting money from the wealthy states and distributing it for the education of pupils in those less well endowed financially. But in California with the passage of Amendment 16 the money collected for school purposes from the whole state was distributed to the various school districts throughout the state both city, and county, and district, according to established allotments and was spent by the local authorities. In contrast to this the Federal Government, out of its appropriation of $700,000,000 allocated to further public education, has appropriated $400,000,000 for the furtherance of the National Youth Administration and the Civilian Conservation Corps, administered by Federal employees above and out from under existing public school set-ups. The implication of this is brought home when one realizes that some one-third of the monies being spent upon public education in the country is now under direct Federal control and if it continues at the rate of expansion as in the last several years the already existing school systems will be strangled, or eventually federalized. That fundamental concepts of public education in the United States are at stake is seen in the fact that the Education Policies Commission of the National Education Association has urged the discontinuance of these two agencies. With the increased emphasis upon Adult Education and Vocational Education and the government taking a hand with the training of defense workers the commission is afraid of a situation in which there would become established a permanent Federal system of education, controlled from Washington and paralleling and competing with public school systems throughout the country. It foresees the possibility that state and local agencies will play a subordinate role, with the Federal Government supplying funds and teachers and taking responsibility for the education, training, and guidance of a large portion of older youth. The fact that the Federal Government has been able to step in and give educational opportunity to many who had missed the opportunity of making available to themselves existing facilities, or had missed them because of their non-existence in the locality in which they resided, has shown that public school officials have been derelict, or rather, what is more to the point, have not had the monies available to do this extra work that the national government has now undertaken. It would seem in the interest of democratic administration of education that the simplest solution of the problem would be the appropriation by the Federal Government to already existing public education agencies of monies to carry out these extra heavy-costing educational ventures. The competition of 127,000 public education units with one federal unit for money, all drawn from the same source, would lead to the conclusion that everything was in favor of the federal unit getting the best of it.

With education in the United States being blamed for low soldier morale we have some very to-the-point remarks on the subject by Mrs. Eugene Meyer, wife of the publisher of the *Washington Post* and chairman of the Westchester County Recreation Commission in a recent speech before the annual candidates' luncheon of the Westchester League of Women Voters. She believes faith in democracy must be instilled into young men by an educational system, not dished out to them as a palliative after they have been called to the armed services. She stated, "Morale is not as vague a thing as some people are inclined to think. It is closely related to that old-fashioned and lately somewhat unpopular word 'morality.' Actually, only those people can have morale whose conduct is based on moral, religious, or philosophical principles so deeply rooted that they stand the test of personal misfortune and even of a general social upheaval such as challenges us today." She continued, "Many military recruits have never felt any inner security, have never matured in spiritual and moral orientation to life." She explained that to these recruits recreation is a mere pastime, "a palliative to make the individual forget how lost and maladjusted and miserable he is. I do not care how hard and how intelligently the U.S.O. work, they can help only the morale of those soldiers and sailors who already have a sense of values, some social and spiritual point of view that can be encouraged and sustained. The fact that the morale of many of our camps is deplorably low, in some cases in a dangerous state of ferment, is the proof that something more radical is needed in this country than superficial efforts to keep the boys happy. The boys just aren't happy, and it is high time that we begin to think about their welfare along more fundamental and far-reaching lines."

Western School News

Edited by MORRIS WAGNER

LEO BAISDEN MOURNED

All who knew Leo Baisden, Deputy Superintendent of Stockton Schools, are shocked and deeply grieved to learn of his death in an automobile crash October 29. He was one of the most vivid personalities among our California school men. It is almost impossible to believe him taken so suddenly and tragically from the educational scene. Mr. Baisden was at the very best and most useful period of his career. He had been deputy superintendent of Stockton schools for little more than a year but already he had put under way a long range program for reorganizing and developing curricula in the Stockton schools. He had effected many progressive changes, and benefits of the program were just beginning to have a favorable effect on the school system. An outline of a plan for development of the elementary system had just been completed by Baisden and was in the process of development. An extensive library system for the schools also had reached a similar status. He was just starting an outline of plans for developing secondary education. Probably never to be published, because it is still in note form, is an outline of the first complete written report to the public on Stockton schools in many years.

Leo Baisden

Prior to his position as deputy superintendent of the Stockton schools Mr. Baisden had been assistant superintendent of Sacramento schools for eleven years. He was in charge of elementary schools and special types of health and development. A graduate of Lincoln High School in Seattle, Baisden received his bachelor of arts degree from University of Washington in 1916 and his master of arts degree in education from the same university in 1928. He also took graduate work in education at Stanford University.

Mr. Baisden's first teaching experience was from 1914 to 1917 when he was instructor in the English department of Montesano High School in Washington. Other teaching and administrative posts were instructor of English in Washington High School of Seattle, 1914-1917; principal of a Seattle grammar school, 1917-1922; principal of Everett High School, 1922-1925; superintendent of Longview schools, 1925-1929; director of summer sessions at Humboldt State Teachers College, 1927 and 1928, and assistant superintendent of Sacramento schools, 1929-1940.

Despite his many administrative duties the deputy superintendent found time to collaborate in authorship of two books dealing with his favorite field — school libraries. "Books, Libraries and You" was published this year by Charles Scribner & Sons. Expected off the press of the American Library Association in a few weeks is another volume, "Administering Library Service in the Elementary Schools," written in collaboration with Miss Jewel Gardiner, librarian of the Teachers' Professional Library in Sacramento. Other books of which he is coauthor are "Children's Book on How to Use Books and Libraries" and "Man in Nature."

VIERLING KERSEY, City Superintendent of Schools, Los Angeles, attended a meeting of the National Committee for the Protection of School Children and School Buildings, held in Washington, D. C., during the latter part of September. Mr. Kersey was appointed to membership on this committee by New York's Mayor Fiorello LaGuardia, head of the Office of Civilian Defense. For the purpose of studying the problem of civilian defense in the present world conditions, various committees representing safety, fire protection, communication, transportation, child welfare, etc., have been called to Washington during the past few months. At the meeting which Mr. Kersey attended information was presented concerning the actual planning and preparation for the safety and protection of children which is being made by cities throughout the country. In this emergency situation there is a definite responsibility which education must determine and assume.

VISUAL EDUCATION IN SAN DIEGO COUNTY

By JESSE D. KNIGHT, *Director, Visual Education Department*

A number of years ago our County Superintendent of Schools, Mrs. Ada York Allen, expressed a desire for a department of Visual Education. Los Angeles County has had such a department since about 1914, San Diego city schools since about 1920, why not San Diego County?

An initial start was made in August, 1935, a little more than six years ago. At that time a full-time supervisor of visual education was employed, and plans were immediately set in motion. Many difficulties were encountered and the first three years were a continuous struggle. During the past three years progress has been made to such an extent that we are now favorably compared with other departments that have been in operation much longer.

Much credit is due to talented persons secured through the Works Projects Administration. During the past three years we have had an average of thirty-six teachers, artists, handicraft workers and others in the skilled group.

All our visual aids are loaned on a two weeks basis to the schools of some eighty-five county school districts. The school districts provide their own system of transportation in securing the available aids to teaching. However, there is a plan on for the department to deliver to each school every second week during the year.

The aids prepared and circulating among the schools include the following: Picture prints, photographs, Kodachrome 2″ x 2″ glass lantern slides, the standard size lantern slides, 35 mm strip film, the 16 mm movie films, dioramas, oil paintings, posters, maps, charts, booklets, stereographs and stereoscopes, fist puppets and marionettes, strip theaters, exhibits, models and costume figures.

These aids cover practically every subject from primary through high school and are of such quality that there is a constantly growing demand for them. This growth has been such that the county has found it necessary to add a photographer and one research-curriculum assistant, making a total of four on the county pay roll. However, departments in other counties which have not been so fortunate as ours in securing WPA help have found it necessary to employ a much larger personnel.

NEW COMMISSIONER OF EDUCATION APPOINTED FOR SAN FRANCISCO

Hon. Harry L. Christie, executive secretary of the Allied Printing Trades Council, was seated as a Commissioner of Education at the October 7 meeting of the San Francisco Board of Education after a short induction ceremony presided over by Philip Lee Bush, president.

In presenting the certificate of Mayor Angelo J. Rossi's appointment to Commissioner Christie, President Bush spoke as follows:

"On behalf of the Mayor of the City and County of San Francisco, Honorable Angelo J. Rossi, I am commissioned to present to you your certificate of appointment to the Board of Education. It is evident the Mayor of this city has extreme confidence in your ability to serve in this position; otherwise he would not have appointed you.

"May I state, on behalf of the Board, that what we have heard of you from your friends and from those who know you, indicates your attention to duties in the past, your ability to do them properly, and your fairness and your judgment in matters that have been presented to you. The members of the Board feel that you will exercise those same qualities on behalf of the Board of Education and the functions it has to administer. We are very appreciative of your association with us."

Responding Commissioner Christie replied:

"I wish to thank you, Mr. Bush, for your kind remarks, at the same time expressing the hope that I may fit in with the functions of this important body. I am cognizant of the fact that there is much to be desired on my part as far as knowledge of the real functions of the Department are concerned. In response to the trust imposed on me I will try to live up to that trust in fulfilling my duties as a member of this Board. Thank you."

Mr. Christie was assigned the seat held by the late Charles A. Derry. His appointment represents a continuity of service, in that he comes from the Allied Printing Trades crafts of which Commissioner Derry was also a member. Outstanding characteristics of the new member are his logic, and his definite approach to any subject under consideration.

Prophetically enough his principal work for the past year has been in the interest of the public schools. As the active executive in charge of carrying forward policies of the Allied Printing Trades Council he has directed, successfully, efforts to induce the California Legislature to appropriate amounts sufficient to make possible the printing of free state textbooks in numbers sufficient to meet the requirements of the schools of California. As a result of these efforts, an additional sum of $350,000 was appropriated. Mr. Christie modestly points to other groups who held a companion interest in the same endeavor at the last legislature, for the ultimate success which the textbook legislation attained.

All of Commissioner Christie's antecedents and family background qualify him eminently for his new position. He was educated in the shadow of the Cathedral, his father having been a minister of the gospel. When his family moved to

Commissioner Christie

Oakland from Dannebrog, Nebraska, where Mr. Christie was born 48 years ago, he attended the old Dewey Grammar School on 23rd Avenue in Oakland. Later he attended the College of Physicians and Surgeons in San Francisco for three years and was forced to quit because of a combination of ill health and family responsibilities.

For the past 30 years he has been identified with the printing crafts in the newspaper field. It was his service to the Mailers' Union that won for him a recognition as an executive of the organization and later as a delegate to the Allied Printing Trades Council, the central administrative body of the graphic arts crafts. In recognition of his service there he has become its executive officer.

Commissioner Christie is married, the father of five children, Doris the youngest being a student at Lowell High School.

Seated in the office of Superintendent Nourse recently, Commissioner Christie recalled the historic support which labor has given public education. Coming from that group he would approach his new position in the traditional attitude of labor.

"Education has changed a good deal since the simple days when I went to school," said Commissioner Christie.

"One of the most pathetic things in life is to do work you don't like. I'd go a long way to help boys and girls pick their careers carefully according to their real interests."

ANNUAL DINNER MEETING OF PUBLIC EDUCATION SOCIETY

The Public Education Society's annual dinner meeting emphasized several interesting points of view in connection with the development of any workable program of counseling and guidance and the viewpoints were expressed by such authoritative speakers as Dr. Alvin C. Eurich of Stanford University, chairman of the Survey Committee which drew the recent report on counseling and guidance in San Francisco schools. Under the title "Real Solution of the Problem Lies With the Classroom Teachers," Lyn Fox, chief editorial writer for the San Francisco *Call-Bulletin*, who attended the meeting, pointed out that there is a great deal more to "student counseling and guidance" in our public schools than many well-meaning people interested in the advancement of education apparently realize. A number of eminent California educators discussed the question from various angles, and while their slants differed somewhat, they were unanimous in one basic conclusion: student counseling and guidance is not something that can be tacked onto a city's education system, it must be a genuinely integrated part of the system itself, with its roots firmly anchored in that part of the system that comes closest to the lives of the students—the classroom teacher. Dr. Virgil E. Dickson, superintendent of the Berkeley public schools, pointed out: "The *purpose* of education is to give counseling and guidance; it is the very foundation of all education, not a separate issue or sideline."

SAN FRANCISCO'S EXPERIMENT IN RADIO EDUCATION

The California Journal of Secondary Education, October issue, contains an interesting report by George G. Mullany on the experiment in radio education which the San Francisco public schools have undertaken. The San Francisco Board of Education is the first educational body in the United States to be granted a license by the Federal Communications Commission to broadcast educational programs by frequency modulation, as distinguished from amplitude modulation used in commercial broadcasting. These programs will be broadcast over a new radio station, KALW, owned and operated by the Board of Education and devoted exclusively to the utilization of educational radio programs. Superintendent Joseph P. Nourse has chosen a committee of principals to develop radio programs of an educational nature. Those chosen are principals whose interest in radio education down through the years is known to have brought definite results, and they represent each level of the school program: Dr. A. J. Cloud, president, San Francisco Junior College; Ernest J. Cummings, principal of George Washington High School; Edwin E. Niccolls, principal of Portola Junior High School, and Miss Mary Reene, principal of Hawthorne Elementary School.

A notable example of the new use of radio in San Francisco schools is the School of the Air of the Americas which is broadcast daily over Station KALW, as picked up out of New York by Station KROW. This program is broadcast locally Monday through Friday, at 10 a. m. on KALW and at 2 o'clock on KROW on a transcontinental hookup which reaches into South America as well. The responses from these programs have given encouragement to all teachers, especially at the elementary and junior high school levels.

San Francisco teachers have played a major part in the development of another outstanding program known as "Schoolcast" and projected over Station KYA, Monday, Wednesday and Friday. Mr. Edwin E. Niccolls, principal of Portola Junior High School, and chairman of the radio committee; Miss Bertha E. Roberts, deputy superintendent in charge of elementary schools; Mrs. Alta Harris, her assistant, and Dr. A. J. Cloud, president of San Francisco Junior College, participated in the preparation of this program, which is sponsored by the *San Francisco Examiner.* The managing editor of the *San Francisco Examiner* not only placed the resources of the paper at the disposal of the radio committee, but assigned its librarian, Mr. Dwight Newton, to do the research on the program and the actual broadcasting as well. The series began on September 1 after thirty days of experimentation and changes based upon the advice of teachers. In consultation it was agreed by all that such a program as "Schoolcast" should motivate the interest of the listeners to actual participation in some manner while the program is actually being given. How this was accomplished may be best judged by teachers who listen in on Station KYA in San Francisco.

The important phase of the development of this "Schoolcast" program is the

Dwight Newton

reactions of teachers and pupils which are analyzed by the program writers after each broadcast and changes made to conform with the teachers' suggestions. In a larger sense it may be said the teachers write the program, for their ideas are represented in every new development and change in method of presentation. One of the major factors in the success of the program has been the enthusiasm, energy, and remarkable radio voice of Mr. Newton.

* * *

TULARE COUNTY plans to conduct a thirty-minute radio program for the upper grades in the schools of the county over Station KTKC once a week. The program will consist of recordings of "Americans All . . . Immigrants All," a series of radio programs originally broadcast from coast to coast under the auspices of the United States Office of Education. This radio program was designated as the most original, informative, and outstanding radio program of the year by the Women's National Radio Committee.

"Americans All . . . Immigrants All" is a series of twenty-four recordings of radio programs dramatizing the story of the most spectacular movement of humanity of all time—the movement of millions of men, women and children from other lands to this land which they made their own. These recordings present specific information concerning the part which has been played by the various culture groups in American life and dramatize their triumphs and achievements.

* * *

DR. AND MRS. W. B. TOWNSEND are making a tour of the East, holding workshops at state teachers meetings. They will work in Maine, Pennsylvania, Arkansas, Louisiana, Texas and New Mexico, with over 10,000 teachers in attendance at their workshops.

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NEWS NOTES

SANTA CLARA COUNTY joins with the unified school districts of Palo Alto and San Jose for its 1941-42 Institute Program under the leadership of Lewis H. Britton, Santa Clara County Superintendent of Schools; Walter L. Bachrodt, San Jose Superintendent of Schools, and J. R. Overturf, Palo Alto Superintendent of Schools. The variety of meetings planned began early in October and will continue through the middle of December. A few meetings will be held the first part of January. Meetings include: lectures, round-table discussions, workshops, field trips, demonstrations, and exhibits. The program is designed to make available: (1) reliable and pertinent information of national and local, social, and political significance; (2) recent scientific findings concerning human growth and development; (3) appropriate and successful methods of instruction. The interesting series of tours includes: Forestry Field Trip, Tour of Historic Spots of Santa Clara County, Water Conservation in Santa Clara County, Tour of Pathological Laboratory, Tour of Muirson Label Company Plant, and Tour of Nelson Meat Packing Corporation.

The following are some of the interesting sessions planned: Dr. Bernice Baxter, Coordinator of Instruction, Oakland Public Schools, will be the leader of an elementary arithmetic session entitled "Insight Versus Drill in the Teaching of Primary Arithmetic"; Dr. Peter L. Spencer, Professor of Education, Claremont Colleges, will lead another arithmetic session, "A Consideration of Some Pertinent Problems in the Teaching of Arithmetic." Miss Philoma Goldsworthy, Art Supervisor, San Jose Schools, will instruct at the art workshops. A session on "Children's Literature" will be led by Miss Doris Gates, Instructor in Librarianship, San Jose State College; Gretchen Wulfing, Supervisor of Primary Education, Oakland Public Schools, will be the leader, and Mrs. Elizabeth Van Auken, Principal, Lytton Elementary School, Palo Alto, will be the chairman of a meeting titled "Language Development in the Elementary School." Miss Carol Hovious, Head, English Department, San Benito County High School and Junior College, and author of *Flying the Printways*, will lead a group in "Problems in the Teaching of Reading." "Science in the Elementary School" has for its leaders Dr. Karl S. Hazeltine, Dr. J. F. Vessel, and Miss Emily Smith, of the San Jose State College Science Department. Another session on "The State Elementary Science Course of Study" is organized as a panel with the following members of the San Jose State College Science Department: Dr. P. Victor Peterson, Dr. C. D. Duncan, Dr. Karl Hazeltine, Mr. Fred Buss, and Miss Gertrude Witherspoon. Dr. Edith R. Mirrielees, Department of English, Stanford University, leads a session on "Helping Students Toward Original Expression in Writing."

BERNARD J. LONSDALE is the new president of the California School Supervisors Association. Mr. Lonsdale is Course-of-Study and Field Assistant, Los Angeles County Schools. In this capacity he is concerned with preparation of source materials for teachers and the supervision of instruction. He has written several monographs as source materials for teachers which have been published by the Los Angeles County Board of Education. Mr. Lonsdale did undergraduate work at the

Bernard J. Lonsdale

University of Wisconsin and the University of Southern California. He received his master's degree in education from the University of Southern California. In 1937 he attended the Summer Session at Oxford University, and in 1940 attended the Teacher Education Workshop at the University of Chicago. He had teaching experience in both rural and city schools.

DR. R. R. PALM began his work October 14 as secondary coordinator on the staff of the Division of Secondary Education, Los Angeles County. Dr. Palm has had both teaching and administrative experience in elementary and secondary schools in Minnesota, Oregon, and California, and was Director of Guidance and Registrar at Placer Union High School and Junior College, when employed by that office. He has had experience in county, state, and national curriculum committees, and has engaged in numerous writing and speaking activities. He completed his doctorate at Stanford University last year. The new coordinator will assist

R. R. Palm

in the general work of the Secondary Division, including the visitation of secondary schools, the direction of Institute programs, special conferences, voluntary curriculum committees, preparation of curriculum materials, and cooperation with the elementary coordinators in programs of articulation between the elementary and secondary schools.

STANISLAUS COUNTY'S SCHOOL BULLETIN, October 15, under the direction of Superintendent Margaret L. Annear, is devoted to the Library. J. B. Vasche, Director Research and Curriculum, writes: "An effort has been made to present an overview of services, facilities, and contributions which this institution provides." The November issue will present "Radio in Stanislaus County Schools" and following numbers will cover Music, Health and Physical Education, Conservation, Art, Avocational Interest, and Professional Growth. Some of the articles in the October issue are "Relation Between the Schools and the County Library," by Bessie B. Silverthorn, County Librarian, "School Department Notes," by Ruth Brink, Head, School Department, County Library, "Music Library," by Gertrude A. Hoekenga, Supervisor of Music; a chart, "Use of County Library"; "Instructions for Juvenile Borrowers"; "Reading for Enjoyment"; "Evaluation of Literature"; "Books and Libraries."

PLACER COUNTY SCHOOLS plan to continue a program of close coordination of curricula among the three high schools of the county. At a meeting on September 23 Dr. Frank B. Lindsay, Assistant Chief, Division of Secondary Education, California State Department of Education, met with J. W. Hanson, Principal of Roseville Union High School; Richard A. Lee, Principal of Lincoln High School; Dr. Ernest E. Oertel, District Superintendent of Placer Union High School; Elwyn H. Gregory, County Superintendent of Schools, and D. T. Dawe, Director of Curriculum and Instruction. Another

meeting was held October 16, with Mr. Lindsay as coordinator, to discuss major problems and complete a committee organization to function throughout the year.

Anna S. Forbes, formerly Rural Supervisor in San Benito County, is now General Supervisor in Sonoma County, succeeding Edith Peterson, who resigned. Miss Forbes has recently expressed her appreciation to Miss Estelle Unger and the rural teachers of Sonoma County who cooperated with her by submitting data for the study "Supervisory Bulletins as an Aid to In-Service Teacher Growth." This study was made by Miss Forbes as a Master's Thesis and is now on file in Lange Library, University of California. Miss Forbes accepted the position as Rural Supervisor in San Benito County in 1939, resigning from the county superintendency of Sierra County, which she had held since 1934, having been reelected in 1938. Miss Forbes was one of the youngest superintendents in the state. She had taught for the most part in rural schools of Amador and Sierra County and also at the Sierra Valley Joint Union High School. Miss Forbes received her A.B. and elementary credentials from San Francisco State College. She is a native of San Francisco and attended the Haight Grammar School, Alameda, and the Alameda High School.

Jettye Fern Grant has joined the supervisory staff of the Merced County Schools as Supervisor of Primary Education. She will also serve as Director of Education in the Migratory and Emergency Schools and will assist with the art program in the rural schools. Miss Grant attended Southeastern State College at Durant, Oklahoma, and Oklahoma University for her undergraduate work, and taught six years in that state before coming to California in 1936. She completed requirements for the degree of Master of Science in Education at the University of Southern California.

While Miss Grant is experienced in all work of the elementary school and has taught art and speech correction as special subjects, her special field is primary education. For the past five years she has studied the needs of migratory children while teaching in Kern and Tulare counties. Plans are now being made for Miss Grant to offer a special training course next spring to teachers interested in the improvement of instruction in migratory schools.

John A. Hockett, formerly Assistant Professor of Education, and Associate Director of Practice Teaching, University of California at Berkeley, has been transferred to the University of California at Los Angeles where he is Associate Director of Training. Dr. Hockett joined the faculty at Berkeley in 1927. He had been

John A. Hockett

a member of the staff of the Lincoln School of Teachers College, Columbia University, for three and a half years before he came to Berkeley. Dr. Hockett received both his M.A. and Ph.D. from Columbia and his A.B. from Occidental College. He did one year of graduate work at the University of California. Before attending Columbia he had taught in elementary and high schools in California.

Ralph R. Fields is now Director of Curriculum, San Jose City Schools, with primary responsibility for the elementary schools. Mr. Fields has been at Stanford University in the School of Education as Assistant Professor of Education from 1938 to 1941. His work there consisted

Ralph R. Fields

of the supervision of student teachers and several courses in curriculum and methods. In the summer of 1940 he was Director of the Santa Barbara Curriculum Workshop held on the Stanford campus. In 1940 to 1941 during Dr. Verna Carley's sabbatical he was in charge of the teacher training program. From 1936 to 1938 Mr. Fields was Curriculum Field Secretary for Stanford University on the Santa Barbara City and County Curriculum Project. In this situation he had the responsibility of coordinating the work of the Stanford professors in Santa Barbara with the local administrators as well as working with teachers and administrators directly on curriculum problems. Mr. Fields spent 1935 to 1936 in full-time graduate study at Stanford. He received the Master of Arts Degree in 1934 and the Doctor of Education in 1940. Previously he had served as Assistant Director of Research and Guidance of the Phoenix Union High Schools, Phoenix, Arizona, as well as Director of the Adult Evening School. His first teaching position, from 1930 to 1934, had been as an instructor in the Phoenix Union High School in Commerce and English where part of his time was spent in guidance work. Mr. Fields graduated from elementary school, high school, and junior college in Phoenix, and received his A.B. from the University of Arizona in 1929.

Charles Paul Geer, high school teacher at Coalinga, was among a hundred young draft selectees from the Fresno area who recently boarded trains en route to their training fields. Mr. Geer was chosen leader of the contingent and was well fitted to act as a leader of these first travel maneuvers. He is a graduate of Stanford University and has traveled rather extensively in the United States, Mexico, and Europe. He is the son of Charles L. Geer, for twenty years high school principal and superintendent of schools in Coalinga, who recently retired.

Arthur F. Isensee is the new principal of the Middletown Union High School. Mr. Isensee was for many years principal of the Livermore High School.

400 DISPUTING INTELLECTUALS WERE ABLE TO AGREE ON ONE THING

At the second conference on Science, Philosophy, and Religion in Their Relation to the Democratic Way of Life, at Columbia University recently, 400 scientists, philosophers, and theologians argued and debated on many matters of importance. Wide diversity of opinion on many subjects was expressed, as might well be expected. There was one matter on which all agreed, however, their belief in "the dignity and worth of the human personality."

SCHOOL SUPERVISORS' STATE CONFERENCE

By Anne M. Rasmussen
General Supervisor of Rural Schools, Humboldt County

Sunday evening, October 12, all roads seemed to be leading to Monterey, the old capital of California. As the sun was setting over Monterey Bay, more than 400 additional folk had been housed in Hotel Del Monte, a noted resort in California for more than fifty years. Swimming pools, boats, and golf courses were much in evidence; however, supervisors, directors, and coordinators of elementary education were not in attendance for rest or vacation.

Four days were spent in listening to educators of national reputation, participating in panel and group discussions, viewing exhibits, and being escorted on conducted tours which explored the local community.

The only discomfort voiced aloud by members in attendance was due to lack of self-control when faced with Hotel Del Monte's specialty, "the best of food."

Gretchen Wulfing, President, California School Supervisors' Association, and Mary M. Nicolls, President, State Association of Supervisors of Child Welfare and Attendance, welcomed conference members at the opening session Sunday evening.

Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, struck the keynote of the conference in her address, "Educational Leadership in Time of Crisis." Miss Heffernan developed the contrast that exists between living in a democratic society and a totalitarian state. In 1939 the debt of United States was forty billion; in Germany it was between ninety and one hundred billion. In the United States the emphasis was on roads, dams, bridges, and conservation of natural and human resources; in Germany it was on bombers, tanks, and munitions. Even though there has been waste in the United States, nevertheless, security of the people has been the ultimate goal. In the United States it is let us *make;* in Germany it is let us *take.* Miss Heffernan said that the greatest need in a democracy is an intelligent leadership that will arouse the nation's concern—a leadership that will free the spirit of man to the end that the nation's energy may be used for the best of society.

At the general session on Monday morning Mrs. Lillian B. Hill presided. Herbert Stolz, Assistant Superintendent in Charge of Individual Guidance, Oakland Public Schools, ably and informatively discussed "Mental Health in the Classroom." Dr. Stolz defined mental health as "living zestfully now." In brief he outlined the following ideas: One who can face reality and still have sympathy for his peers possesses mental health. Children need a pattern that will withstand hard knocks. The central aim in personality building is, what kind of person is he? Democracy must exist on mental health. Molding personality is as vital as any other defense program when one considers that one-half the hospital beds today are occupied by people who have mental diseases. Supervisors can guide pupils to face self, to live zestfully, and to identify themselves with groups effectively.

H. E. Chamberlain, Consulting Psychiatrist, Division of Child Welfare Service, California State Department of Social Welfare, continued the theme. He stressed behavior outside of the classroom. Individuals were likened to nations. They fold up when they live unto themselves. Mr. Chamberlain believes that too much emphasis has been placed on European education in the United States. There is need of putting into practice the theory of Dewey, "We learn by doing." Individuals must seek correction for self-defects. Mr. Chamberlain pointed to man's basic needs as observed by a sociologist. The drives for security, response, recognition, and a belief in the hereafter must be adequately met if man is to live well.

He also stressed the need of housing criminals better, in thinking clean thoughts about public leaders, in directing parents to tell children the truth about the story of life, and in holding man responsible for his acts.

At the Tuesday morning session Francis Drag, Assistant Chief, Division of Elementary Education, California State Department of Education, presided. "Learning Experiences Based on Community Life" was presented by J. R. Croad, Superintendent of Schools, Monterey. He spoke concerning the background of racial, social, economic, and cultural phases of the life in the community. Many firsthand experiences are given the children to help clarify essential concepts. A survey of one classroom revealed twelve different nationalities. Furthermore, this year every fourth teacher and every third child is new. From a cultural standpoint, Mr. Croad said that Monterey ranks high as a field for study. Among the notables whose names are associated with community life are Robert Louis Stevenson, George Sterling, Harry Leon Wilson, Lincoln Steffens, Martin Flavin, John Steinbeck, and Anne Fisher.

Leonard Grindstaff, General Supervisor of Instruction, Modoc County, presented a plan for in-service training for teachers on the theme, "Educate Toward Social Behavior."

The last speech will be remembered by all in attendance. Walter F. Dexter, State Superintendent of Public Instruction, addressed the conference on "Major Educational Problems Confronting America." Dr. Dexter said, "The greatest single achievement in America during the past 150 years is the establishment of the system of free public instruction." The task for today, according to Dr. Dexter, is (1) to preserve our universal system of education, (2) to house children adequately, (3) to require and uphold recommendations advocated to secure California credentials, (4) to equip schools with textbooks and supplies that meet accepted standards among scholarly research educators.

The immediate task in vocational schools is to train people toward the defense program; in the elementary school it is to train children for peace and not for war. Dr. Dexter said, "I am not afraid of a well-informed mind. Truth, freedom, self-restraint, and self-reliance lead to an orderly process."

In closing Dr. Dexter said that the preservation of a constitutional democracy rests upon the observance of law, upon regard for others, upon control of self, and in satisfaction derived from service for others.

On Monday and Wednesday afternoons there was a panel discussion relating to different phases of mental health among children and teachers, and discussion of significant trends in the social studies — science program was informative and practical. County curriculum coordinators and supervisors of child welfare and attendance met to discuss problems in their respective fields.

Wednesday morning all the supervisors went back to school. Mr. Croad and an able staff of teachers and supervisors directed their study in exploring the community of Monterey. The excursions included a study of the fishing industry,

trees and shrubs, historical resources, conservation in action, beet sugar, art, Fort Ord and Hotel Del Monte.

A large attendance was attained at the annual banquet. Doris Gates, Instructor, Department of Librarianship, San Jose State College, spoke on "Must Our Children be Sociologists?"

The two associations held business meetings Tuesday afternoon at which committees reported professional studies carried on during the past year, and the members outlined plans for the future.

Miss Corinne Seeds, Chairman of Resolutions Committee, outlined the resolutions of the California School Supervisors' Association. The sixth resolution gave supervisors a challenging task:

"Inasmuch as the problems of democracy and education are becoming sharper and the need for accelerating democratic interaction for the protection of both democracy and education is increasing, be it therefore resolved:

"The members of this organization seek to improve the avenues of communication with all organizations interested in the promotion of democracy and education, and to make contact with other groups organized and unorganized, which have been heretofore neglected, but who represent great numbers of our people. Organized labor, business groups, professional, service, and agricultural groups not yet in a working relationship with us should be involved in an active program for accelerating and intensifying the democratic process."

The conference closed Wednesday afternoon. Bernard J. Lonsdale, Course of Study and Field Assistant, Los Angeles County, was elected president of the California School Supervisors' Association for the ensuing year. Miss Maxine de Lappe, Director of Guidance, Child Welfare and Attendance, Stanislaus County, is the new President of the State Association of Supervisors of Child Welfare and Attendance.

THE MOBILE FARM WORKERS' COMMUNITY, RUTHERFORD

Mrs. Marie Boden, County Supervisor of Health and Attendance, Napa County, reports visiting the Mobile Farm Workers' Community located now near Rutherford. The purpose of these community units is to build up a good family situation for farm workers by providing them with wholesome, sanitary surroundings throughout the year, so that there may be a feeling of security and pride of home. No single men are accepted, because it is easier for them to find adequate accommodations than it is for families.

The outstanding impression one receives of this community unit is its neatness—it is beautifully neat and clean. Sanitary garbage disposal is provided. Adequate shower baths, laundry trays, and sanitary toilets are provided, with ample running hot and cold water and electric lights. There is a clinic and first aid room and a large tent auditorium in which a recreation meeting is held every evening. The amusement is provided by the farm workers themselves.

The farm workers do all the work of keeping the unit spotlessly clean and attractive. They take turns doing the chores connected with their community life. They make their own rules and regulations for running their life in the community unit smoothly and impose fines for violations.

There are three Government employees: the chief maintenance man who takes care of the pumps, engines, etc., the general manager, and the project clerk.

These men, upon being asked why the particular site was chosen for the community unit, stated that this farm was the only place in the county available which had adequate water supply. The Mobile Unit has a pressure system which has to be hooked up to an abundant water supply.

A nurse employed by the Farm Security Administration has charge of community units in four counties and visits this unit once a week to render first aid and give health instruction. Four local doctors and two dentists are on the community unit panel for emergency calls.

On September 22 there were 45 families and a total population of 180 people in the community, with 40 pupils of grammar school age and 25 of high school grades present, but these figures change hourly.

The high school pupils will attend the St. Helena High School while here, and the younger children will be provided emergency school instruction at the Farmers' Community Center.

The Government supplies tents, tent floors, and stoves. There are no charges whatever to the people availing themselves of the facilities at the Mobile Unit. All is free. The camp council asks for a donation of 25 cents a week for recreation and special treats.

The community has no radio or phonograph. The people in the unit would enjoy having these and also movies and slides for their evening entertainments.

Book Reviews

From the Bobbs-Merrill Company

OUR COUNTRY'S NATIONAL PARKS by Irving R. Melbo. Two volumes. Until the publication of these books there has been very meager material available for children to use in studying our country's national parks. Especially has there been a dearth of really readable and attractive material on this subject. This book grows out of ten years of intensive study, travel, and research by the author, who is assistant professor of education at the University of Southern California. The books have a large, open format (approximately 7″ x 10″), type that is easy to read, bright attractive covers, and many dramatically beautiful photographs that do justice to the wonderful scenes in our parks. The vocabulary, sentence structure, and

Irving R. Melbo

paragraph organization have been subjected to scientific analyses and then tested in experimental situations with children of varying degrees of reading ability. The result is that these materials can be read and understood by any child with normal fourth grade reading abilities. Interest, however, is high enough for intermediate, upper elementary, and junior high school grades. The books are written largely in a swift, easy narrative style, with many interesting anecdotes and a lot of human interest. All essential historical and scientific data are included. Those parks which appear to have most in common

(Continued on page 16)

Library News

Edited by MABEL R. GILLIS, State Librarian

46th ANNUAL MEETING OF THE CALIFORNIA LIBRARY ASSOCIATION

By Grace Murray,
California State Library

California librarians from all up and down our long state, and their guests from the other western states and Hawaii, gathered in conference at the Hotel Del Monte October 15 to 18. John D. Henderson, State Library Field Representative, was presiding officer. Theme of the annual convention was "Ideas to Action" — a challenge to members of the library profession, as it should be to all people, to put their knowledge to work in a constructive way, in this time of world crisis, when theory must give way to actuality.

Following America's "theme song" of the year, there was much talk of democracy, of national defense, of tolerance, of propaganda. Ideas on these subjects were thrown out to the hundreds assembled to hear prominent speakers at the general sessions. The opinions so expressed in public were taken apart and considered in detail over the round table discussions that followed. Whatever conclusions were reached were based on serious consideration of the many sides to a problem and they were the conclusions of individuals without coercion. The unanimous agreement of California librarians, as expressed at the conference, was that they should support the cause of intellectual freedom and the individual's right to inquiry.

General Sessions

Association activities of the past year were adequately summarized by President Henderson in his report at the first general session. Committee reports, minutes of the section meetings for municipal librarians, college and university librarians, trustees, librarians working with boys and girls, and junior members of C. L. A., as well as summaries of the round table discussions, will all be printed in the convention proceedings. These will be found in the December, 1941, issue of the *California Library Association Bulletin*. The transcript of speeches will appear with the proceedings, or in succeeding issues of the *C. L. A. Bulletin*.

The speaker at the first general session was Dr. Elias T. Arnesen, Professor of English at the San Francisco State College. Himself an immigrant who has learned about America from the bottom up, he talked on "The American Way of Life." Dr. Arnesen stated that, if America is to remain a democracy, there is need for active, and not merely vocal, expression of democratic ideals. "The success with which human beings from all parts of the earth have got along together in America is one of the great miracles of history" he declared, and urged a more friendly and tolerant attitude toward Americans from other lands whose appearance, speech, and cultural heritage distinguish them from native-born Americans. To develop his theme he presented for consideration the books of today which portray the American way of life, as seen through the eyes of immigrant writers. Freedom of choice in literature, he believes, is vital to democracy, as well as freedom to discuss all political and economic theories.

Quite opposed to this view was Franz Schick in his talk the next afternoon on "Propaganda and the Library." This second general session, taking the form of a Town Meeting on the subject of Propaganda, was conducted by Frederick W. Wemmer, Solano County Librarian. A former news correspondent in Europe, Mr. Schick is emphatic in his belief that America's public librarians should, "in recognition of the change in world affairs," remove from their shelves any literature which "would hamper all-out defense effort." This would refute the libraries' traditional reputation as the impartial purveyors of information.

"Impartiality belongs in the past at a time . . . when the supreme issue is democracy vs. dictatorship. We must not buy nor tolerate any reading material opposing or tending to confuse the public mind regarding democratic principles." It is the firm conviction of this Austrian writer and librarian that it is not enough to remove this material from the open shelves of libraries. "Libraries must become an aggressive force in shaping the life and thought of democracy. They must encourage more active participation in their own destiny. If this is not done, the public free library will perish in this country as it has all over continental Europe."

Questioning and discussion which followed the address brought out the major problem, however. **Who is to judge which of his fellow men is smart enough and has sufficient background of study and emotional stability to be fitted for understanding and properly criticizing the bulk of literature which is propagandizing, bluntly or subtly as the case may be, for some cause or other!**

Dr. Arnesen, who spoke again at this meeting to discuss the meaning of propaganda, described it as a form of propagation, the growing out or dissemination of a doctrine. It is something we ought to do, according to the expressed opinion of a small, interested group that has the means to reach us with their ideas in an attractive way. Good propaganda hides nothing; but evil propaganda skips over questionable details and gives a crooked interpretation of the facts. It must be subtle, glamorous, appealing. Dr. Arnesen listed as the principal methods of effective propaganda with evil intent: name calling; talking in generalities; the transfer device; the "testimonial" of a prominent person; the "plain folks" gag pulled to suggest equality of all; "card stacking" to present only certain selected facts; the "band wagon" urge, implying that "everyone's doing it." Propaganda is everywhere. It hits us from all angles in the world today. The chief precaution is the development of an awareness to its good and bad features, and to recognize it for what it may be worth.

At the final general session on October 18, members of the California Library Association were privileged to hear an address by their distinguished foreign guest, Dr. Arundell J. K. Esdaile, President of the Library Association of England and former secretary of the British Museum. In his brilliant, scholarly way Dr. Esdaile summarized the history of the British Museum and of the development of library collections in Great Britain through the past centuries. He told, too, of the effect of the war on British libraries, and of the courage and dignity and even humor with which the people are meeting the situation there. He concluded, "I am afraid that you, too, are going to begin to feel the burden of taxation. I can only say that though it is unpleasant, it is a good deal less unpleasant than the alternative. After all, anyone would rather consume an unpleasant drug than be buried."

Group Meetings

For discussing the facts and ideas the speakers had presented, for reviewing professional literature, and considering the

development of new procedures in library work, the delegates met in small groups according to type of work: library administrators, catalogers, circulation librarians, city and county branch administrators, order, reference, school and children's librarians. These groups met on two mornings during the convention.

Mr. P. J. Kramer, Trustee of the Oakland Public Library, presided at the Trustees and Friends of Libraries Luncheon on October 16. Following greetings from State Librarian Mabel R. Gillis, there was an address by Mr. Gifford T. Douglas, Trustee of the Berkeley Public Library. Under the topic of "Library Service in the Current Emergency from a Trustee's Point of View," Mr. Douglas reminded his audience that, during the last great war, the principal help given by public libraries was "in our ability to mold public opinion along the line best suited for the thing the government was undertaking at the particular time." He continued that, "One of the difficulties, of course, is to sort out and select the proper propaganda, and that is where the librarian demonstrates her real capacity and ability. Most people wander into a library with no definite idea of what they want, and if directed by an intelligent librarian they can be molded into whatever viewpoint is desired, whether it relates to war, peace, democratic ideals, or what-not. In other words, the very nature of our profession places us in a position second only to the schools, in creating public opinion along almost any line we choose. To improve the results of this tremendous responsibility should be our aim."

Members and guests of the College and University Libraries Section met at a luncheon the next day to hear a talk on "The Mystery Unveiled, or the Actual Function of a University Press." In her special, charming way, Miss Dorothy Bevis, Assistant Sales Manager, University of California Press, surveyed the history of printing and publishing at universities through the modern age, with many a reference to the delightfully amusing things said and recorded by the university printers of times past as well as in our own time.

On the final day of the convention, members of the School Library Association of California, Northern Section, joined the C. L. A. Section for Library Work with Boys and Girls at luncheon. Speaker at this session was Mr. Armstrong Sperry, winner of 1941 Newbery medal for his fine book, *Call It Courage*.

Friday afternoon of the conference week was allowed as free time so that delegates might enjoy tours of Fort Ord, libraries and gardens of the peninsula, historic spots, or take a cruise over the bay. That evening at the convention banquet, the speaker was Mr. Albion Ross, foreign editor of the San Francisco *Chronicle*, who talked on "Berlin and Tokyo—The New Imperials."

On that and the preceding evening there were special performances for the entertainment of visiting delegates at California's First Theater in Monterey. Greatly enjoyed were the olio features and the melodrama, "Bertha, the Sewing Machine Girl, or Death at the Wheel." Graduates of the various schools of librarianship met informally for dinner on the Friday night preceding the theater party.

Other Associations

The California County Librarians met in conjunction with the C. L. A. during the whole time of the convention, and had their special business meeting on the evening of October 16, with Miss Gillis presiding.

Luncheon meetings and business sessions of the Special Libraries Association, Western Region, of the California Chapter of the Music Library Association, and of the School Library Association of California, Northern Section, was held on October 18 at the close of the C. L. A. convention. Members of these groups also participated in sessions of the California Library Association during the week.

For 1941-42

There were 457 delegates registered at the 1941 C. L. A. annual meeting. The next meeting will be held in the fall of 1942 in Southern California.

C. L. A. officers for 1941-42 are: President, Miss Mabel Inness, Librarian of A. K. Smiley Public Library, Redlands; First Vice President, President-elect Gretchen Knief, Librarian of Kern County Library, Bakersfield; Second Vice President, Clara Dills, Librarian of San Mateo County Library, Redwood City; Executive Secretary, Miss Jean Casad, P. O. Box 963, Sacramento; Treasurer, Miss Cornelia D. Plaister, Librarian of San Diego Public Library, San Diego. Other members of the Executive Board this year will be past president John D. Henderson, and presidents of the seven district divisions of C. L. A. as follows: Mrs. Katherine W. Dombangh, Golden Empire District; Miss Evalyn Peat, Mount Shasta District; Mrs. Bertha D. Hellum, Portola District; Miss Edna D. Davis, Redwood District; Mrs. Marie Wild, San Francisco Bay District; Miss Marion L. Horton, Southern District; Miss Eleanor Wilson, Yosemite District. Mr. Henderson was elected delegate from the California Library Association to the American Library Association Council.

TWO CALIFORNIA BOOKS

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

NATIONAL COUNCIL OF STATE SCHOOL BOARDS ASSOCIATIONS

The annual luncheon meeting of the National Council will probably be held at the Hotel Whitcomb in San Francisco, when that body convenes during the convention of the A.A.S.A. next February. Headquarters for school trustees from various parts of the United States will be established at the Whitcomb, and Mrs. I. E. Porter announces that program speakers will be chosen from several leading state associations, as well as universities. Mrs. Porter is president of the National Council, and Mr. Wallace A. Clifford of Mount Vernon, New York, is secretary.

LONG BEACH CHOSEN FOR NEXT CONVENTION

The first quarterly meeting of the Executive Board of the California School Trustees Association, was held in Berkeley at the home of Dr. Louise Hector, October 25. Ten members of the Board, and five presidents of county units were present, and the entire day was spent in planning the year's work for the Association. Newly elected President Eugene Tincher presided. Invitations were received from several cities anxious to entertain the 1942 Convention, but the unanimous selection was Long Beach. Headquarters will be maintained at the Hilton Hotel in that city, and convention dates are September 24, 25, and 26.

Consideration was given to various reports presented, as well as some of the laws recently enacted, and tentative plans were discussed for attendance of the Board at the February convention of the American Association of School Administrators to be held in San Francisco.

RESOLUTIONS ADOPTED AT RECENT TRUSTEES CONVENTION

WHEREAS, It is now permissive to have health examinations of teachers, and since it is in the interest of the community and the children of the schools to have these examinations carried on annually;

Be it Resolved, That the members of the California School Trustees Association in convention here assembled, urge the school boards of their several communities to avail themselves of this provision of the law which allows them to require this examination of the teachers in their employ.

Be it Resolved, That the California School Trustees Association express its continued belief that Trustees generally are not satisfied with the present Tenure Law.

Your Legislative Committee recommends that a committee be appointed by the President of this Association to work with representatives of other organizations interested in the question of changing the present Teachers Tenure Law, such as the C. C. P. T. A., League of Women Voters, Farm Bureau and others, for the purpose of studying the problems involved, so that legislation may be sponsored designed to better protect the interests of both the pupils and the teachers.

CORRECTION

In the October issue giving a list of officers and directors for the coming year, M. B. Youel is shown as the executive secretary. Mr. Youel is second vice president, and Mrs. I. E. Porter, Bakersfield, will contine to be executive secretary of the Association.

COUNTY TRUSTEES MEET

During the last week of October trustees of Santa Cruz County were called together by County Superintendent Janie M. Stocking, for a dinner meeting in the "old schoolhouse" at Aptos. More than a hundred trustees responded to this invitation, and enjoyed the dinner prepared by local P.-T.A. members. Dr. John C. Almack, who is not only a member of the Stanford University faculty but also serves on the Palo Alto Board of Education, and Mrs. I. E. Porter, Executive Secretary, were speakers of the evening. Much interest in general school affairs was evident, and transportation of pupils authorized by the new law was vigorously discussed.

Acting County Superintendent Doris Sischo of San Bernardino County, ably presided in the absence of Superintendent Burton Thrall, at the annual Trustees Institute of that county held in Etiwanda Elementary School November 4. Mr. Thrall is an officer at Camp Roberts this year, and Miss Sischo carries on the manifold duties of the county office in an experienced and capable manner. Delegates were from almost every school district in that large county, some of them traveling more than a hundred miles. Luncheon was served in the attractive cafeteria of the school, and music was furnished by the school glee club. Mrs. I. E. Porter, and Mr. Walter Morgan, Assistant Superintendent of Public Instruction, were speakers during the afternoon. An inspection of the school proved interesting to many trustees.

Imperial County, one of the largest counties of the state, faces unusual problems in every school district. Due to climatic conditions necessitating rapid harvest of various crops, families by the hundreds move from place to place, and children many times attend several schools within the year. County Superintendent E. L. Hiteman is well acquainted with all phases of school work under these conditions, having been a teacher for some years before assuming the duties of County Superintendent of Schools. During the annual Trustees Institute, held November 5 in El Centro, especial study was given to the problem arising from language difficulties. In some schools a very small percentage of children speak English, and many do not even "think in English!" Efforts are being made to stimulate the use of our language by all foreign-speaking boys and girls, both at home and in school. Mrs. I. E. Porter brought a message from the School Trustees Association, urging all trustees to accept the services of the State Association, and discussing the responsibilities faced by school board members at the present time.

County Unit President Leon R. Hess presided at a meeting of Alameda County Trustees Unit October 24, held in the cafeteria of Central Trades School in Oakland. A steak dinner was served by the home economics group of the Oakland schools, and members of the Oakland Board of Education were hosts of the evening. Following the business meeting, and discussion and acceptance of the new Constitution for the Association, the guests toured buildings where vocational classes were in progress.

Fresno County Trustees Unit met recently in Coalinga at the call of President Oliver G. Elliott. Luncheon was served

preceding the business meeting, and reports of the State Convention were presented and discussed. This is one of the most active Units in the state, and meetings are always well attended.

SCHOOL BOARD INTERESTED IN PEACHES

Attesting the broad interest in community development, and through that development added opportunities for youth and industry, the Chaffey Union High School and Junior College Board of Trustees has recently announced the successful results of study and experimentation which began twenty years ago.

In 1921 the Chaffey Junior College Board of Trustees of Ontario, California, purchased sixty acres of peach orchard, which were to be used in an effort to determine the cause of the low production of the peach orchards of the south as compared to that of the orchards of the northern part of the state. Work was immediately begun with the idea in mind that better pruning methods, more water for irrigation, and the application of more fertilizer would do much toward the solution of the problem. The year 1924, following a very mild winter, indicated a trouble that could not possibly be solved in the manner outlined. This trouble was delayed foliation. The trees during the spring of 1924 failed to develop their leaves at the time when peach trees should be in full leafage and in full bloom, and it was mid-summer before they finally took on an appearance that was anywhere near normal. As a result of this delay the crop was almost an entire failure. A series of years followed in quick succession, when the trees were similarly affected and when light crops were the rule.

The resistance of certain little important peach varieties to the delayed foliation trouble, indicated a sensible solution to the problem. That solution was the development and selection of commercially important varieties that would resist the disastrous effect of mild winters in sub-tropical areas like that of Southern California.

As a starting point in the final solution of this problem the Babcock peach, as it was named, was selected from a practically abandoned collection of peach trees that had been in plantings of the University of California for many years. The selection was made in the Chaffey orchard since Professor Babcock, of the University of California, had donated a collection of these trees for experimental use.

Members of Chaffey Union High School and Junior College Board of Trustees: D. E. Troutman, J. E. Bailie, Norman Lawson, N. E. Palmer, and H. E. Bailey

Since the introduction of the Babcock, three other varieties produced by hybridizing at Chaffey, have also been introduced. These are the "Fontana Cling" and two freestones, "The Chaffey" and "Weldon." All are well adapted to Southern California conditions of climate and together present the solution of the delayed foliation problem. While in time many other varieties will be introduced, all must possess the leafing and blooming characteristics of these four.

So successful has been the culture of the first selection, the Babcock, that other sub-tropical parts of the world have imported it for trial and it is now being grown successfully in South Africa, and experimentally in parts of South America, Australia and elsewhere.

What has been done with peaches can be done with other deciduous fruits and adapted varieties of many kinds will undoubtedly contribute to our horticultural industry in sub-tropical areas in the future.

Members of the present Board of Trustees include Messrs. Norman Lawson, Herbert S. Bailey, J. E. Bailie, D. E. Trautman and N. E. Palmer. Mr. Gardiner Spring is superintendent of both the high school and junior college, and Miss Mable Stanford of the junior college faculty is responsible for unusually fine motion pictures in color showing various stages of development. The success of the entire venture is credited to Mr. George P. Weldon, teacher of pomology and entomology, who has given most generously of his time and knowledge.

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BOOK REVIEWS (continued from page 11)

are presented in a sequence designed to preserve unity. The content, organization, and style of these books make them well worth while in various phases of the reading program, the social studies program, and the science program, in addition to their use as library and reference books. Mr. Melbo is also the author of *Our America, Social Psychology of Education, Forward in the Fundamentals of Education, The American Scene*, and numerous articles contributed to educational periodicals.

From the Pacific Press Publishing Association

LIFE GUIDANCE SERIES, *Doors to Open* and *Golden Keys*, by John C. Almack and Evelyn M. Almack. Dr. Almack is Professor of Education at Stanford University, and his wife, Evelyn Almack, was formerly school librarian, Portland, Oregon. *Doors to Open* and *Golden Keys* are designed to prepare youth in their early teens for a life of usefulness and service now, and to help them discover and develop their individual talents and interests as they begin to participate in the activities of America's tomorrow. Ideals and worthy goals are set forth toward which plans and energies of boys and girls should be directed. The "Golden Keys" are courtesy, honesty, and industry; there are chapters

Evelyn M. Almack

John C. Almack

which explain the meaning of courtesy and honesty, and which show how they may be achieved in acts and expression. *Doors to Open* is concerned with Growth, Talents and Interests. Youth is advised as to the essentials of living and growing—physical, mental, emotional, social, and personal phases of growth are discussed. A chapter entitled "Something to Live For" discusses Ideals as Goals, Ideals as Codes, and A Code of Your Own. Another chapter gives youth very helpful information on how to discover and develop talents and interests. Other sections of the book afford vocational guidance and suggest ways to improve leisure and recreation. The books are written in a very easy, readable style with many illustrative anecdotes. In process of publication is a third book in the series entitled *Exploring Life*. This book is written for students in high school and junior college and is designed to prepare young people for marriage, parenthood, and usefulness in the activities of the America of tomorrow.

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OFFICIAL BULLETIN OF THE CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

BILL OF RIGHTS ANNIVERSARY

The week of December 8 through December 15 was designated as Bill of Rights Week, and programs were held throughout the week to emphasize the vital significance of the provisions of the Bill of Rights in American life. As a feature of the observance of this week the pledge given below was circulated throughout San Francisco for the signatures of present and future citizens:

1791 1941

On this 150th anniversary of the ratification of the Bill of Rights, guaranteeing those basic human liberties which make up the bulwark of our American way of life,

WE, AS LOYAL AMERICANS, SOLEMNLY PLEDGE OURSELVES:

To be constantly vigilant in maintaining every American's freedom of worship, freedom of speech and assembly, freedom of press and of radio, and the freedom of petition.

To beware of the enemies of democracy who attempt to destroy the American way of life by spreading confusion and prejudice, hatred and suspicion among the American people.

To stand together with our fellow Americans of every faith, color and origin in safeguarding the liberty and equality guaranteed by the Bill of Rights.

In This Issue:

Jottings of a Traveling Bookman, W. M. Culp 3
Western School News, Morris Wagner 5
Library News, Mabel R. Gillis 12
California School Trustees, Florence C. Porter 14
Book Reviews 16

December, 1941

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Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. High certification qualifications, guaranteeing to every child in the state a well-trained, well-educated teacher.

The dues of California Teachers Association are $3 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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JOHN F. Brady
Chief Deputy Superintendent of Schools
San Francisco

State Executive Secretary
ROY W. CLOUD
155 Sansome Street
San Francisco

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EDITORS

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Florence C. Porter Morris Wagner Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

The public school situation of Washington, D. C., with Dr. F. W. Ballou, superintendent of schools, now in his twenty-first year of administration, presents a paradoxical situation. In 1930 the population of Washington, D. C., was 486,869. The census of 1940 gave a total of 663,091 persons. These past two Defense years have seen the advance upon the city and environs of probably over two hundred thousand additional people. Of these, it is estimated over a hundred thousand have settled in the confines of the District of Columbia. This being so, approximately 775,000 people populate the area the schools draw from. With some 200,000 additional population as a backlog we advanced upon the Board of Education with the idea of getting information as to the vastness of the new burdens laid upon the school system of Washington, D. C., of hearing about the numbers of new schools that had to be erected, of listing the numbers of new teachers and supervisors that had to be hired. What we found out was that the grand total school population in 1941 was 506 pupils less than it was in 1940 and around a thousand less than the enrollment in 1935. These new persons drifting into Washington are either young unmarried persons, young married persons with no children and both working, or married men working in Washington temporarily, as they believe, so that they have left their families home.

The Washington, D. C., public school system is perhaps analagous to no other system in the United States. It is directly under Congress and the Commissioners appointed to govern the city. Its appropriations depend upon what Congress votes to allow for school support. For the Washington, D. C., public schools Congress appropriated $14,184,094 for 1942, $12,764,886 in 1941, and $13,364,258 in 1940. Washington, D. C., is neither a northern city or a southern one. It is a borderline case in which the school organization is southern and the educational approach northern. This is not an economical method of administration. The superintendent heads up two distinct school systems, one for the white children, the other for the colored children. This calls for duplication of schools, equipment, supervisory staff and teachers. Neither group can be or is favored in any degree. If a supervisor is appointed for a white school, a second supervisor has to be appointed to the same position for a colored school. No Racial Co-education is thought of here. No program of subject matter for the white child can be inaugurated unless the colored child receives the same attention. This is somewhat different from the treatment of colored children in the schools of the real Southern States. With President Roosevelt and Mrs. Roosevelt strongly in sympathy for equal opportunities for both white and colored, the administration of an educational school system, neither northern nor southern, is a task of great intricacy. More so now, since in public offices in Washington a fourth or more of new civil service appointees are colored persons.

In November, 1941, the grand total enrollment in Washington, D. C., was 92,380. These students are handled in 144 elementary schools, 18 junior high schools, 10 senior high schools, one junior-senior high school, five vocational schools, and two teacher colleges. The teacher colleges enroll 884, the senior high schools 16,461, the junior high schools 20,976, the vocational schools 1,265, the elementary schools 52,794 pupils. In spite of the drop in pupil enrollment many millions of dollars have been spent in recent years in replacement of old school buildings and, in addition, during the past five years one new senior high school, one new junior high school and six new elementary schools have been constructed. Other new school structures have been planned for the future due to the shift of school population from the center of the city to the outlying sections. Centrally located schools are not up to capacity, while those of the perimeter are almost upon double sessions.

Under Superintendent Dr. F. W. Ballou were eight assistant superintendents, now increased to ten by the formation of two additional positions. One of these, an assistant superintendency to be in charge of curriculum development, has just been filled by Dr. Carroll R. Reed, who left his position as city superintendent of schools of Minneapolis, Minnesota, to take this place. The other assistant superintendency is of a person to be in charge of the Budget. Mr. A. R. Heinmiller has just been appointed to this superintendency. Formerly, the Budget and Curriculum work was all in the hands of the assistant superintendents. They found that they were spending most of their time upon this work to the detriment of their other activities, consequently the formation of the two new positions. In the other first assistant superintendent positions we find Mr. R. L. Haycock, in charge of elementary schools, Divisions 1-9; Dr. G. C. Wilkinson, in charge of teachers college, senior high, junior high, and vocational schools, Divisions 10-13; Mr. J. J. Crane, in charge of business affairs. (Divisions 1-9 indicate white schools, Divisions 10-13 indicate colored schools.) Among the assistant superintendents are Dr. C. W. Holmes in charge of teachers college and senior high schools, Divisions 1-9; Mr. L. J. Cantrell, in charge of junior high schools and vocational schools, Divisions 1-9; Mr. A. K. Savoy, in charge of elementary schools, Divisions 10-13; Miss Jessie La Salle, in charge of educational research, Division 1-9; Dr. H. W. Long, in charge of educational research, Divisions 10-13.

In the field of educational advancement the development of a new curriculum has been a problem set before the Washington, D. C., teachers since December 11, 1939, when Superintendent F. W. Ballou

appointed five committees to work toward curriculum revision. So far three progress reports have been made on this work. From now on this task will be under the direction of Dr. Carroll R. Reed, assistant superintendent in charge of curriculum work. As many as three years more may be devoted to the consideration of this study. The main thesis so far has been laying the ground for the establishment of a Unified Curriculum. The definition as set up by the committee reads as follows: "The Unified Curriculum consists of all the experiences by which the school hopes to promote the continuous growth of the child in acquiring understandings, appreciations, attitudes, skills and modes of behavior, and to be helpful to him in solving immediate problems and in preparing him for adult life. The central continuous drive should be toward intelligent citizenship in our democracy." The progress reports so far give lists of guiding principles, develop definitions of Areas of Experience, and present specific suggestions for implementing a Unified Curriculum. The reports state that a Unified Curriculum provides opportunity for increasing personal development, seeks to identify itself with the real problems of the social environment, seeks to interpret today's problems in the light of our cultural heritage, provides stimulus and guidance for creative expression, provides continuous opportunities for training in clear thinking. Committee reports elaborate upon (a) the establishment of a unified curriculum from the kindergarten through the twelfth grade; (b) classroom techniques, subject-matter content and the use of textbooks and instructional material dependent upon differentiated groupings of pupils according to ability, achievement, and social maturity; (c) the accumulation and use of informational background for each child.

During November there were inaugurated for the first time in the elementary schools of Washington, D. C., radio programs designed purposely to fit the interests and understandings of elementary school children. The program "News for Schools" was presented under the joint auspices of the *Washington Evening Star* and the Radio Committee of School Division 6, Mrs. F. H. Rogers, supervising principal, with the assistance of the National Broadcasting Company. The broadcast was received in fourth, fifth, and sixth grade classes throughout the city as a supplement to regular current events studies. The main idea was to project the news of the world in a manner easily understood by elementary school children. The present programs are considered to be on an experimental basis. On the first program, Bill Coyle, radio director of *The Star* and regular announcer for the series, reviewed such major events of the week as the repeal of the Neutrality Act, captive coal mine strikes, the war in Russia, arrival of the Japanese envoy, Saburo Kurusu, and the sinking of the *Ark Royal*. In the various schools display maps were used in the classroom during the commentary. After the radio program each classroom then carried on a continuance of the work by class discussion and comment. Clear, unhurried delivery of the items broadcast, together with the mention of relatively few happenings instead of many, made for intelligent, sound classroom work. Mrs. Florence H. Rogers, the supervising principal of the sixth division, expressed herself as having complete satisfaction with the presentation and considered that the series would prove an unequaled stimulation to school children for follow-up current-events work both in class and in the home. The series is planned to continue indefinitely once a week over Station WMAL, Washington, D. C.

The idea of war as a social equalizer and as a national purificant has always been repugnant to the American way of thinking. It has not been so to European writers and professors. We have come to think of ourselves as foremost in problems of social betterment, but if one goes to the source of most of our improvement movements one finds that their beginnings were in England or on the continent, many derived from Germany. Now, we are having to re-educate our youth and adult population into the belief in the efficacy of war as the molder of national greatness. In the past great nations have risen and died by the sword and as it has appeared in the past, so it appears in the present, but in American thought most persons considered such ideas of the far and distant dead past. We are seeing war now offering a direct impact upon American education. For the study of war is being offered in our universities. As Edward Mead Earle, Institute for Advanced Study, Princeton, N. J., writes: "It is a paradox that, although military defense has been a perennial problem of the American people there has been until recently no conscious, integrated and continuous study of military security as a fundamental problem of government and society. It is another paradox that, although we live in a war-like world, there has been almost no systematic consideration by American scholars of the role of war in human affairs. As democracy is based upon belief in the power of public opinion and other moral sanctions, we have understandably given great weight to the problem of collective security. It is now necessary, without decreasing our interest in post-war problems of political and economic reorganization, to restore a balance as between such studies and studies of national power. Indeed, there can be no permanent security unless statesmanship understands the role which controlled and socially directed military forces must play in maintenance of order and stability."

Public education in the United States has been lambasted from sources high and low during recent years, with the lambasters as a whole forgetful of the fact that what the public school has in its curriculum and what its duties are were in great part forced upon it by pressure groups until the courses of study are so full and duties so many that there is not time in the day to cover the prescribed content in many cases. During this year of 1941 we find increased public clamor being raised to make the public school education system liable for the maintenance of proper nutrition of all its pupils as well as the treatment of physical maladjustments. This program not to be merely for the children of impoverished parents but for those whose parents are capable of paying for or doing the work themselves. In the past all school systems have furnished books and materials to indigent children and since the depression the feeding of children once a day has been prevalent throughout the country. Within recent months schools have distributed food furnished by the Surplus Commodities Commission and in some spots surplus milk at one cent per half pint with the government paying the extra cost. Now, we see in such cities as Philadelphia encouraged by *The Philadelphia Inquirer* and in Washington, D. C., abetted by the *Washington Post*, the rising of a demand that surplus milk be distributed to the children in the city and parochial schools of those places. In this new program many educators wonder where the family begins or ends. It may be the beginning of a return to the Spartan system of education.

Western School News

Edited by MORRIS WAGNER

"EDUCATION FOR A FREE PEOPLE"—A.A.S.A. CONVENTION

"Education for a Free People" has been selected as the theme of the coming convention of the American Association of School Administrators to be held in San Francisco February 21 to 26, 1942. The convention is expected to attract more than 12,000 registered delegates.

Dr. W. H. Pillsbury, president of the Association, recently visited San Francisco in company with S. D. Shankland, executive secretary, and H. A. Allan, business manager, to discuss with educational and city officials, plans for the largest convention which it has been the honor of San Francisco to entertain.

Said President Pillsbury:

"In coming to California, it is our hope that the school administrators of the United States will find this an experience that will bring them rich professional and cultural returns. At this time when a common bond of sympathy and understanding is so essential, we believe that holding our national convention for the first time on the Pacific Coast, thus bringing the superintendents of the entire country to the West, will serve as a factor of no small importance in creating that unity so important to national morale."

While the local executive committee is handling immediate details in charge of the convention program, the impending convention has attracted the attention of civic and business leaders as well, according to Dr. A. J. Cloud, chairman of the executive committee for the convention.

SHORTAGE OF TEACHERS IN TEXAS

An increasingly urgent need for teachers to keep Texas public schools operating on a full basis was noted recently by Miss Miriam W. Dozier, secretary to the Teachers Appointment Committee at the University of Texas.

More than 2200 calls, a thousand more than she had during the same time last year, have been made for teachers, Miss Dozier reported, saying that school officials in many areas were getting desperately in need of faculty members. Calls for as many as eight teachers have come from some schools, she said.

There is an urgent need for teachers in commerce, mathematics and sciences, particularly, Miss Dozier reported, although there are many additional vacancies in English, History and coaching positions.

"Impact of the defense preparations had already dealt the teaching profession a blow in Texas, attracting many top instructors into the ranks of business and governmental defense programs. With declaration of war, the exodus of teachers was apparently increasing.

Asked whether standards might have to be altered to keep schools staffed during the present emergency, Miss Dozier declared: "I certainly hope not, but we have to keep the schools going."

SAN FRANCISCO GUIDANCE PROGRAM ATTRACTS ATTENTION

Actual operation of the enlarged system of counseling and guidance now being installed in the San Francisco Public Schools has attracted the attention and interest of educators in other cities, notably those of Los Angeles and Alameda counties.

The new program resulted from a survey, made upon the suggestion of the Superintendent of Schools by a committee composed of Dr. Alvin C. Eurich of Stanford University, Mr. Edgar Rowe, past president of the Public Education Society, and Dr. Benjamin E. Mallary of the University of California.

From Alameda High School recently came the principal, James M. Bryant, the vice-principal, Willis Minimum, and several members of the faculty to investigate the new program at first hand.

After a conference with O. I. Schmaelzle, director of counseling and guidance, the group spent the morning visiting Polytechnic High School Guidance System, and the afternoon at George Washington High School. Then they saw a case reviewed at the Child Guidance Services at Girls High School, and then attended the Park-Presidio Co-ordinating Council at the Jewish Community Center.

In Los Angeles, Mayor Fletcher Bowron called attention to the corrective features suggested in the report from the viewpoint of preventing juvenile delinquency. The Los Angeles report states:

"I found both pleasure and comfort in the report on counseling and guidance for San Francisco public schools, as it clearly illustrates what a few clever and intelligent individuals can do to remedy a glaring defect in public service. For several years many of us working in the field of delinquency prevention have realized the need for an adequate counseling and guidance program in school systems.

"The plan now being developed for the San Francisco School Department seems to offer a solution for the problem. . . . The importance of group guidance and the recognition of the fact that it must be supplemented by individual counseling if best results are to be obtained impresses me as worthy of special consideration.

"In fact, the whole report indicates that exhaustive studies were made in relation to each and every factor involved, and I believe that every school administrator should carefully study valuable suggestions for improving what seems to me one of the most important functions of the school program—that of counseling and guidance."

THEATER NEWS

Katherine Dunham and her dancers, who made a sensational hit in *Cabin in the Sky*, open at the Curran Theater for a week beginning New Year's Eve. Miss Dunham's dance creations grow out of the research which Rosenwald and Rockefeller Foundation fellowships enabled her to make in the West Indies. Part of this work was done in the jungles of Haiti in quest of authentic voodoo material. Besides Haitian voodoo dances Miss Dunham has presented primitive Cuban rhumbas and exotic Caribbean numbers.

Katherine Cornell comes to the Curran Theater January 19 in *The Smiling Visitor*. Opening at the Geary Theater some time in January is the riotous comedy, *My Sister Eileen*.

In Santa Cruz County the study of Natural Science is taking various forms. Two schools are combining their field study of birds with the organization of the Audubon Society. The educational material received and the social development afforded through this organization makes it a valuable form of experience for boys and girls. Excursions for the purpose of studying nature in its own setting are being carried on. Specimens of plant and animal life as well as shell and rock forms are being collected and studied in the classroom. An enthusiastic study of natural science is not only enlightening to the pupils—it may be the beginning of hobbies which are very beneficial to personal adjustment.

CHARLES C. HUGHES RETIRES

Chas. C. Hughes, early in January, retires from the office of superintendent of schools of Sacramento after 29 years of successful service. No superintendent in the State of California has remained so long at the head of the educational system in any city of comparable size or larger. Superintendent Hughes is a leader who has held an even course through the many educational philosophies which have risen in the past thirty years.

Early in his superintendency at Sacramento, Superintendent Hughes became known as the originator of the companion-class plan which was the forerunner of the platoon system. During the years from 1914 to the present time, this same general type of organization has been in operation. Constant improvement and adjustments of certain features have been accomplished to meet changing conditions.

The companion-class type of organization has many advantages. Educationally, it insures more efficient teaching when each teacher is somewhat specialized. The plan has definite educational advantages for upper grade children in giving them contact with the personalities of several different teachers. It also affords children an opportunity for moving about at frequent intervals during the day, thus indirectly improving classroom discipline. Financially, the companion-class plan has the advantage of offering education at minimum expense. Every room in the building — the special room, auditorium and the school yard—carries its portion of the load. As a consequence, it is possible to accommodate more teachers and classes than there are regular classrooms.

In earlier years when the Sacramento school system was smaller, Superintendent Hughes could work more closely with the classroom methods of instruction. As the city grew from a population of 44,696, when he took office, to its present population of 105,530, Superintendent Hughes could no longer keep the close touch with the classroom and the curriculum which he had done when the system was smaller. Under his guidance the best men who could be secured were employed as deputies and assistants. Early in the period in which science was gaining an important place in the curriculum, he recommended the employment of a science supervisor, and no city is superior to Sacramento in its science program. Music is another field which, under his guidance, has developed from the early days of his superintendency until today Sacramento leads in that field also. Under his leadership, the social studies courses were developed to a place where they received recognition throughout the country.

Early in his superintendency, with foresight and a vision of the growth and development of Sacramento, he purchased for the Board of Education what at the time were far-outlying lands for school sites. The city grew and the Board found itself in possession of high-priced land which it had secured at a very low figure. Through his unerring foresight, Superintendent Hughes had chosen the most central locations for the city's new schools.

Superintendent Hughes' long and successful career as a school man began 52 years ago when he received his first public teaching job in San Luis Obispo County,

Chas. C. Hughes

just out of high school himself but armed with a "good old" county certificate. In 1891 he entered Stanford as a member of the first freshman class. This class is usually described as "Herbert Hoover's class." But when Charles Hughes is introduced as a "member of Herbert Hoover's class," being a democratic Republican, he always furnishes the comeback, "Hoover was in *my* class."

Shortly after graduation, Mr. Hughes accepted a position as principal of the elementary school in Mill Valley. He remained there a year and then went to Alameda as a principal. His ability as an administrator soon put him in the superintendency and he served as city superintendent of the Alameda schools from 1899 to 1904.

For an interval of six years, Mr. Hughes traveled throughout the western states as a representative of the American Book Company. But his interest in education brought him back to the field in 1910 as superintendent of schools in Eureka, where he served for two years before coming to Sacramento.

When Superintendent Hughes wrote his first annual report to the Sacramento City Board of Education 28 years ago, he enumerated thirteen suggestions for the future course of the local school system. Today, as his superintendency nears its completion, it is noteworthy that his original objectives have been fulfilled almost to the letter. Sacramento has her junior college, her expanded night school, her continuation high school, her vocational training program, her modern school buildings and many other educational advancements, all of which were envisioned by the superintendent in his recommendations to the Board in 1913. Mr. Hughes has achieved national recognition in educational circles (he is listed in *Who's Who*), and many of his innovations have been copied elsewhere.

Mr. Hughes has been a lecturer at the universities of Oregon and California at Los Angeles. He is the author of *Courses of Study and School Reports* (1913-25), and is a life member of the N. E. A.

Although retiring from the heavy burdens of directing the whole system as superintendent, Charlie Hughes will not leave entirely the field of education he so loves. He maintains his duties in one phase of the work, directing public relations, which is perhaps his favorite and one in which he has been supremely successful, as the many bond issues, splendid modern schools, and plentiful funds which the Sacramento schools have enjoyed in the past 25 years, will testify.

The Sacramento Board of Education adopted the following, December 1, 1941:

Be It Resolved by the Governing Board of the Sacramento City Unified School District that in conformity with a resolution of said Board adopted on June 30, 1941, appointing Chas. C. Hughes Director of Public Relations and Administrative Advisor, effective January 4, 1942, that his salary be set at $3,900 per year or $325 per month, to begin as of January 4, 1942; and

Be It Further Resolved that in consideration of his long years of distinguished and faithful service to the Sacramento City Schools, he be granted six weeks of vacation with pay beginning January 4, 1942, and ending February 16, 1942.

ARVIN SCHOOL DISTRICT, KERN COUNTY, SHOWS PROGRESS

By Jack M. Pugh

From the *Kern County School Bulletin*

Leo B. Hart, County Superintendent, right, and J. W. Boehm, Arvin School Clerk of Board, look over plans of new unit now under construction which includes classrooms, administration building, cafeteria and auditorium.

The past four years have been a crowded, hectic time for the Arvin School District. It was one of the first districts to be affected by the rapid growth of Kern County.

Financially the district has been handicapped by a low tax base. The greatest portion of the area is grazing land, and much of the farm improvements have gone in recently. None of the known oil wealth of the county is within the district.

The main school plant was condemned four years ago. Although the structure was barely nine years old it had to be razed. There were still outstanding bonds against it.

Since then a constant building program has been under way, but until this year it was way behind the needs. In fact, double sessions have been necessary for three years. Two classes have had to use the same classroom each day. Constant minimum daily sessions, in order to get two classes through a day, have not proved beneficial to the pupils.

The county superintendent has given a great deal of help to the Arvin School District. One of the first things he did after taking office was to help the district annex the greater portion of the lapsed Tejon District to the south. Portions of Pershing and Vineland Districts were also annexed. This helped the district tax base greatly. Besides these additions, generous financial aid has been apportioned to Arvin by the County Board of Education.

The enrollment continues to grow. During the first week of this term there were 750 pupils enrolled, exclusive of kindergartens. To date the district has been unable to finance them. Four years ago the enrollment was about 50 per cent of what it is today.

Fourteen rooms are being completed at this time. Nine others preceded them. Besides, there are six frame buildings used as classrooms. It is hoped to finish most of the building program during this fiscal year. Completion would include an administration building, cafeteria and auditorium.

Plans have been made to add further classrooms as the need arises. Next year may prove the first during this time when the receipts of the district will match the necessary expenditures.

The Forum Review, published monthly by the Public Forum and Speakers Bureau sponsored by the California State Department of Education and the W.P.A. Education Program, can be relied upon to contain very readable, pertinent, timely information of interest to all public-spirited readers. Perhaps some of the extra interest of items in *The Forum Review* results from the fact that the *Review* is devoted to development of public discussion, and the best subjects for public discussion are likely to be the most controversial ones. But all articles and items in the *Review* are well-selected and thought-provoking, and there is a straightforward, realistic tone throughout that is very welcome. The Publication Committee of the *Forum Review* includes Verne S. Landreth, Chief, Bureau of Adult Civic Education; Leo Jones, Coordinator, Federal Education Projects; Philip D. B. Perham, State Supervisor, WPA Education Projects, all of the State Department of Education; Robert F. Gray, Deputy Superintendent of San Francisco Public Schools; Arthur H. Chamberlain, Assistant District Supervisor, WPA Education Program, Director of Public Forum and Speakers Bureau, and Hugh Robert Orr, WPA Education Program.

D. C. Heath and Company, educational publishers, with a staff covering the whole country, has given every employee a United States Defense bond as part of a bonus in recognition of faithful and effective service during the past year.

First completed unit of the New Arvin School

FLORICULTURE AT SAN FRANCISCO JUNIOR COLLEGE

By Mozelle Milliken

Twenty-eight tons of cut flowers, 56,000 pounds of perfumed beauty, direct to midwestern and eastern cities were shipped via a single air line from San Francisco last year.

Frequently, according to figures released by United Air Lines, on a single trip the *Mainliner* carried as much as 400 pounds of cut flowers. Top figures in shipments were always during the winter months, when among the storm-bound easterners these fresh flowers were able to command record prices in the metropolitan markets. Concurrently other air lines carried their share of this precious California crop. Records from Railway Express Agency, Inc., show the handling of rail shipments of flowers from San Francisco as 237,393 boxes, an increase of 12 per cent over 1939. Compilations to date for 1941 show an even greater month by month increase for the current year. As a single instance, the Railway Express notes the shipment of eleven cars in a period of four days in October, carrying approximately 4,000 boxes of cut flowers to the City of New Orleans alone. Add to these records of shipments of cut flowers to eastern markets those of local wholesalers in the matter of potted plants, shrubs, and other types of nursery stock. Consider the one item of 1,750,000 pieces of nursery stock, comprising a total of 1,899 wholesale shipments into the city of San Francisco during 1940. These figures cover the city only and do not include an even greater consumption of such stock in the other districts of the Bay area.

Then there is to be added local retail distribution of cut flowers and potted plants, the market for garden accessories and fertilizers, sprays, implements, and the employment spread necessitated by the care and maintenance of gardens, and possibly you can begin to conceive the far-reaching and rapidly growing floriculture industry in northern California.

Where does the industry get its quota of trained men to handle this delicate stock, the technical details of its planting and care? To date many of the outstanding men in the local field are natives of the Brtish Isles or of the continent. They had their training during many years under the ablest men in Europe in such places as the world-famous Kew Gardens. They came to this country possessed of a background of skill and knowledge which has been one of the potent factors in the development of the California industry. Now having outgrown the available supply of such men even in peace times, and utterly cut off during war conditions, the industry must look to local sources for future personnel supply. Local employers have for some years recognized this obvious shortage in skilled workmen and have cast about for some means of supplying the need.

San Francisco Junior College, where two-year terminal courses lead toward employment in a specific field, offered opportunity for development of the necessary training. Because the college is a part of San Francisco's public school system, courses are offered without tuition cost and are open to any properly qualified student, deemed by instructors and men in industry to be suitable material for future employment.

In setting up the course, college administrators invited leaders from all branches of the industry to confer with instructors in planning a suitable program. An Advisory Committee was formed from among such leaders, whose part is that of advising on program and on the selection of men from industry as instructors. Under the guidance of this committee and according to the provisions of state and federal legislation for vocational education, a course of study has been evolved. To meet junior college requirements the course covers a period of two years and students are eligible for the junior college degree of Associate of Arts, upon completion of the entire program. Special students are admitted for such portions of the work as may be of interest to them individually. These special students are regularly enrolled but do not matriculate as candidates for degree.

Three major divisions of the course are those of: care and maintenance of gardens, flower shop management, and nursery practice. The first covers various types of work involved in planning and caring for gardens. Employment opportunities include work with landscape architects, park service, private estates, and maintenance gardeners. Applicants for admission should be physically able to do outdoor work and should have an interest in work of this nature. Subjects include soils, fertilizers, control of diseases and insect pests affecting plants, planning flower and shrubbery borders for pictorial effects, culture, planting, transplanting and management of plant materials; climatic conditions, water requirements, pruning, lawn grasses and maintenance; shrubs; tools and equipment and their care; and a calendar of garden operations. College greenhouses afford opportunity for laboratory work. Training is offered in various types of work required in the operation of the modern retail flower shop. Fresh material is handled as it comes from the wholesale house. The program includes stemming, watering, refrigeration, the making of corsages and bouquets, funeral pieces, and various types of decoration. The practical work is comparable to that done in the retail flower shop and is supplemented by theoretical and academic study.

In the field of nursery practice technical information and fundamental practical work are combined in order to train a student for employment in the nursery field. Men who possess a certain background of technical knowledge as well as personal ability are constantly being sought by the rapidly growing nursery industry throughout the country and particularly in the Bay area. Any applicants for this course should be physically fit for out-door work, and have ability to keep accurate records on their work. Included in this course are a study of the types and methods of handling soil, fertilizers, seeds, propagation, labeling, watering, transplanting, picking out flats, balling, cultivation; diseases and insect pests affecting nursery crops; how to prevent and control them; care and use of nursery tools, hotbeds, and cold frames, and greenhouses; the business of operating a nursery, and factors causing success and failure in the nursery business. To date the demand for trained students from the floriculture classes has far exceeded the supply. Meanwhile the fame of the course is spreading with resultant applications for admission from neighboring states as well as California.

The one element of climate alone makes the Bay area a natural locale for the development of such a training course as that offered at the Junior College. Here, where every day in the year is one of so-called "growing weather," where outdoor work is possible at all seasons, where soils and rain and sunshine combine to make a gardener's paradise, it is no wonder indeed that in this field we have one of northern California's fastest growing industries. To this background add the fact that in the past trained gardeners have come from abroad only and the wisdom of the Junior College in establishing such a course is self-evident. Employment

placement records tell the rest of the story. Men at the head of the course are not pedagogues of the academic sense but men chosen directly from industry, whose selection has been based upon recommendation of the Advisory Board.

In charge of nursery training and garden maintenance is Harry Nelson, well-known nursery man, formerly connected with one of the large seed and nursery companies of the Pacific Coast. Henry Schrumpf, who still maintains his active connection with a local retail florist establishment, conducts laboratory classes in flower shop management. John R. Herman, B.S., Ohio State University, and M.S. from the University of California, teaches botany and other related sciences. The complete curriculum for the course includes a limited number of general subjects, as required by California school law.

San Francisco Junior College is the upper division of the city's public education system. Students may enroll for the spring term which opens on February 3. Details of information on enrollment and classes may be had by addressing San Francisco Junior College, Ocean and Phelan avenues, attention Floriculture Division.

SIX POINTS FOR INSTRUCTION TO EMPHASIZE

(From the *Los Angeles School Bulletin*)

Safety. We must emphasize the need for supreme effort to preserve a condition of safe-being for all in the face of speed-up, pressure, tension, increased risk, and the strains now placed upon physical, mental, and emotional poise.

Health. With all the improvements in the sciences, in medicine, and in care of the sick, still we find that the greatest need in relation to the national health situations is for more, better, and very practical health education.

Waste. We must conserve some of that which we use. We must do without, and we must not waste any item which has any worth or value, be it energy, effort, time, or material.

Work Experience. No young American will be entirely fit for adult society if he escapes the worth, value, or habits of work experience. Schools must provide for learning through work experience.

Values. We need to develop a true sense of values, which is the only basis for having a society with a proper sense of proportion in its appreciation of things, ideas, and ideals. Culture, practicality, enjoyment, and utility are all matters of value.

Unity. We need to sense the strength of unity. No matter how much of all else we may have, produce, or develop, without unity we are unready, unprepared, and weak. We must teach and we must live examples of unity.

GROWTH OF PUBLIC SCHOOL BUSINESS OFFICIALS' ASSOCIATION

By A. P. Mattier, *Business Manager*

The Public School Business Officials' Association of the State of California is rapidly becoming a professional organization, whose major activities have been for several years to make state and national surveys on major problems of school business administration, and to establish standards and procedures which are recognized to be the very best business procedures available. Many studies have been made, and many services are now available to those who do not have the staff or personnel to carry on or establish certain bookkeeping procedures, purchasing procedures, and other important business functions for school districts. The association has established this service and will welcome a call or an inquiry from any school district in the state that may be interested.

ACCOUNTING: A uniform accounting system has been established for large and small districts. Forms and complete instructions are available; all forms may be procured from Charles R. Hadley Company, with offices in Los Angeles and San Francisco. Anyone desiring detailed information is invited to write to Ralph Boyden, Business Adviser of the County Superintendent of Schools Office, 240 South Broadway, Los Angeles, California.

PURCHASING OF SCHOOL SUPPLIES AND EQUIPMENT: Clyde Yerge, Director of Purchasing, Oakland Public Schools, and his committee, have recently developed a very fine handbook on the procurement of school supplies. This book gives detailed forms to be used, such as purchase orders and the like, also gives suggested bid forms and explains in detail all of the legal procedure required for purchasing. Anyone that may be further interested should contact Mr. Yerge by mail. I am sure that he will be glad to forward a copy of his book.

SCHOOLHOUSE LIGHTING: The chairman of the committee, Charles Gibson, is working with Charles Bursch, Division of Schoolhouse Planning, and other members to develop standards for the proper lighting of schoolrooms, offices, etc. This is probably the first unbiased study which has been made. School officials contemplating the erection of, or planning of, school buildings should consult this committee for help. While this is the first year of the study and there have not yet been any definite standards recommended, they are studying the problem and are very well trained and qualified for the work in which they are engaged.

UTILITY SERVICE: Charles L. Suffield, business manager, San Bernardino City Schools, is chairman of this committee, and is working in cooperation with other state-wide organizations in an attempt to secure better rates and special considerations which school districts should have. It is hoped that everyone possible will cooperate in this very worthy but difficult problem.

A personnel committee has just been established to make a survey over several years' duration to establish recommended standards for the handling of non-teaching personnel particularly. It is the plan that the result of this study will finally produce a very fine method of handling selection, promotion, salary, and all other important personnel problems, that could be used by any school district concerned.

"GOOD HOUSEKEEPING" IN THE SCHOOL

The following item from the Sonoma County Bulletin, issued by the office of Superintendent Edwin Kent, is well worth quoting. Most of us believe children should be taught appreciation of gardens and something about gardening. In small schools without gardeners employed by the district, it has been difficult to keep trees and bushes and full flowering plants which children set out in the spring growing during the summer. It is discouraging to children to know that what they plant in spring will die for want of care when summer comes. Superintendent Kent's Bulletin states:

"A number of school boards provided for yard and garden care for their schools during the summer time. These schools present a greatly improved appearance with the opening of school. This is in harmony with our often reiterated policy of good housekeeping. Schools make a lasting impression on the lives of children in proportion to their orderliness and beauty."

ANNUAL INSTITUTE OF FRESNO COUNTY AND CITY

By Charles L. Geer

The Annual Institute of Fresno County and Fresno City, co-operating with the California Teachers Association, Central Section, was held November 17, 18, and 19.

Officers of the Fresno County Institute are Miss Helen Shafer, Selma, president, and Miss Carol Thomas, Coalinga, secretary. Miss Hattie May Hammat is president of the Fresno City Institute, and Mrs. W. Bertha Hancock is secretary.

The Institute was opened by Homer C. Wilson, City Superintendent of Fresno. The main morning address was by Dr. Graham Stewart of Stanford on "Influencing the Good Neighbor Policy." On Monday morning music was furnished by the Fresno City Schools. It was something of an innovation to have the main musical program between the two morning addresses. Usually there has been a half hour or more of music preceding the morning addresses. The second morning address was "Furthering Nutrition's Role in National Defense"—Miss Hilda Faust, University of California.

Monday afternoon was filled by Section meetings. Tuesday morning music was furnished by Coalinga Union High School and Junior College Orchestra, Oscar J. Riehl, director.

Alfred E. Lentz, legal advisor of the Department of Education, reported on "1941 Legislation Affecting Public Schools," and Barrett N. Coates on "Teacher Retirement." The report on retirement was quite discouraging.

The afternoon music was furnished by Sanger Elementary Orchestra, J. Chandler Henderson, director, and the main address was by Dr. A. Th. Polyzoides—"The War in Russia and the United States."

Tuesday evening Dr. Robert J. Kerner of University of California gave a splendid address on "America Between Europe and Asia."

The first session on Wednesday morning was presided over by Superintendent Clarence W. Edwards. Music was by Reedley High School and Junior College, Mrs. Mabel Anderson, director. There are just a lot of ways in which schools ought to "snap out of it" and give their children more worth while and useful things, but when it comes to music I do not have a word to say. No doubt some schools still need more music, but music is one of the accomplishments where all schools do something. One of the main joys of the institute was the lovely music.

Originally we were to have on Wednesday morning just the one speech by Dr. Aurelia Reinhardt, but we had also a very fine talk by Beatrice Woodward, Field Representative of the State T. B. Association. The latter speaker was programmed to make an announcement, but her announcement was enlarged to a speech that consumed a considerable portion of the time that had been allotted to Dr. Reinhardt. Dr. Reinhardt's speech, consequently, prolonged the session well past the hour set for closing. When a speaker is placed last on the last program of an institute, it is a tribute to that person's drawing power and holding power. Dr. Reinhardt had both. Her speech was one of the very finest of the institute. But her audience would have remembered her speech even more kindly, had the session come to a close as scheduled.

At the risk of seeming unkind to institute speakers, I am going to tell of my invention for protecting helpless listeners. After a set time a main lever is pulled and the audience can vote as to whether the speaker goes on. If 51 per cent of the buttons have been pressed, the platform collapses and the speaker falls on a pile of hay. If 66 per cent or more have been pressed, the hay has been removed.

Other divisions of the Central Section were Kings County with their meeting at Hanford, Madera County meeting at Madera, Merced and Mariposa Counties meeting at Merced, Tulare County meeting at Visalia, and Kern County meeting at Bakersfield. There was a time when all the teachers of the Central Section met at Fresno. There are now too many to meet in a single place in the Valley, and besides, local pride and the wishes of local merchants to keep "the business" at home, have caused a splitting of the Central Section into six separate meetings. Teachers do considerable shopping during the week of vacation as they have received two pay checks by Institute time, the first needed to help pay summer bills and the second leaving some surplus for hats, shoes, and Christmas shopping. Some have urged Institute be held in the fall before school opens. It is easy to see why teachers, trustees, and business men oppose this plan.

Central Section officers for the coming year, over all six divisions, are Bethel Mellor of Hanford, Supervisor of Kings County Schools, president, and Erwin Dann, Principal of Fowler High School, vice-president.

BENJAMIN FRANKLIN—"PROGRESSIVE EDUCATOR"

Superintendents and directors of curriculum who have felt the pressure of reactionary groups attacking our modern elementary school program might well reinforce their spirits by reviewing the aims of public education as outlined by Benjamin Franklin for the first public schools in the United States. The three R's are present—but let the critics read and behold the rest of the program planned for the youth of the nation two hundred years ago! Note the importance which Franklin gives to the much-criticized "field trip" of today; note his emphasis on natural history, mechanics, manufacturing. In the sophisticated eyes of a third grader of today there practically *was* no science in Franklin's day. If his statement of educational aims held for his own comparatively simple generation, how much more should it apply to ours, with a social and scientific complexity of which even Franklin never dreamed. Here are Franklin's proposals, in part:

"As to their studies, it would be well if they could be taught everything that is useful, and everything that is ornamental, but art is long, and their time is short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental. Regard being had to the several professions for which they are intended.

"All should be taught to write a fair hand, and swift, as that is useful to all. And with it may be learnt something of drawing, by imitation of prints and some of the first principles of perspective. Arithmetic, accounts, and some of the first principles of geometry and astronomy.

"The English language might be taught by grammar; in which some of our best writers, as Tillotson, Addison, Pope, Algernon Sidney, Sato's *Letters*, etc., should be classics. The styles principally to be cultivated, being the clear and concise. Reading should also be taught and pronouncing properly, distinctly, emphatically, not with an even tone, which under-does, nor a theatrical, which over-does nature.

"Geography, by reading with maps and being required to point out the places where the greatest actions were done, to give their old and new names, with the bounds, situation, extent of the countries concerned, etc.

"With the history of man, times and nations should be read, at proper hours or days, some of the best histories of nature, which would not only be delightful to youth and furnish them with matter for their letters, etc., as well as other history, but afterwards of great use to them, whether they are merchants, handicrafts, or divines, enabling the first the better to understand many commodities, drugs, etc., the second to improve his trade or handicraft by new mixtures, materials, etc., and the last to adorn his discourses by beautiful comparisons and strengthen them by new proofs of Divine Providence.

"The conversation of all will be improved by it, as occasions frequently occur of making natural observations, which are instructive, agreeable, and entertaining in almost all companies. Natural history will also afford opportunities of introducing many observations relating to the preservation of health, which may be afterwards of great use. Arbuthnot on air and ailment, Sanctorious on perspiration, Lemery on foods, and some others, may now be read, and a very little explanation will make them sufficiently intelligible to youth.

"While they are reading natural history, might not a little gardening, planting, grafting, inoculating, etc., be taught and practiced; and now and then excursions made to the neighboring plantations of the best farmers, their methods observed and reasoned upon for the information of youth. The improvement of agriculture being useful to all, and skill in it no disparagement to any.

"The history of commerce, of the invention of arts, rise of manufactures, progress of trade, change of its seats, with the reasons, causes, etc., may also be made entertaining to youth, and will be useful to all. And this, with the accounts in other history of the prodigious force and effect of engines and machines used in war, will naturally introduce a desire to be instructed in mechanics, and to be informed of the principles of that art by which weak men perform such wonders, labor is saved, manufactures expedited, etc., etc. This will be the time to show them prints of ancient and modern machines, to explain to them, to let them be copied, and to give lectures in mechanical philosophy."

ENGLISH TEACHERS MEET THE AMERICANS

By Thurston Womack
Corresponding Secretary of California State Association of English Teachers

In an effort to intensify intercultural understanding, tolerance, and respect, the California State Association of English Teachers met "The Americans" in a conference on intercultural relations at International House in Berkeley on December 6.

Since the National Council of Teachers of English this year established a committee on intercultural relations and since the chairman of that national committee, Professor A. Eason Monroe of the Menlo Junior College, is on the Board of the California State Association, English Teachers of the Bay Region had the benefit of the first meeting of this kind in the country.

Professor Holland D. Roberts of Stanford University served as chairman of the panel consisting of Allen C. Blaisdell, director of International House; Professor Walter V. Kaulfers, Stanford University; A. E. Manell, associate director of International House; John Oakie, executive secretary, Institute of Pacific Relations; and Professor Max Savelle of Stanford University.

This panel, after the general luncheon, decided that it was desirable to promote in Pacific Rim Countries: (1) respect for racial cultures, (2) free interchange of goods and services, and (3) perpetual peace.

After the general discussion of the panel, smaller discussion groups met so that teachers might receive specific help with their particular problems. Douglas Whittemore, Menlo School and Junior College, was chairman of the Pan-American group. His consultants were Miss Rose Avina, George Washington High School, San Francisco; Miss Eleanor Peters, San Mateo Junior College; Armando Cusicanqui, Piedmont High School; Walter Kaulfers, Stanford University, and Andrew Roberts, Stanford University.

The Chinese-American group was headed by Roy Pryor, Menlo School and Junior College. He was assisted by Peter Boodberg, University of California; Jung Pang Lo, International House, and Suey Yuen Ng, San Francisco Junior College.

Miss Margaret Heaton of George Washington High School in San Francisco led the discussion in the Filipino-American group. Captain and Mrs. M. S. Sulit of San Francisco drew from their years spent in the Islands to enlighten listeners relative to Island culture.

Chairman of the Russian-American group was John Iliff of San Mateo Junior College. He was assisted by Mrs. Rose Issak, secretary, Russian-American Institute, San Francisco; Alexander Kaun, University of California; Victor Arnautoff, Stanford University; H. H. Fisher, Hoover Library, Stanford University; Leo Shapovalov, Stanford University, and David Rample, San Mateo Junior College.

Japanese-American relations were discussed in the group headed by Professor Rex Bell of Stanford University. His consultants included Edwin Coman, Stanford University; Galen Fisher, adviser, Institute of Pacific Relations; Suburo Kido, president, Japanese-American Citizens' League; John Oakie, executive secretary, Institute of Pacific Relations; Mr. Saito, International House; Chitoshi Yanaga, University of California.

It was the consensus of the group discussion that English teachers occupy a vital position in acquainting Americans with the cultures of other nations especially through their teaching of literature. Reading and class discussion can do much to eliminate racial prejudice, the groups decided. Study of living conditions for various racial groups in this country, travel abroad, and study for teachers and students were recommended.

Just as political boundaries are stretching, so are concepts of English teaching growing broader. English teachers all decided that meetings like their "Meet the Americans" serve to bring understanding which they can utilize in any English program, be it even writing sentences for diagramming.

San Diego County's Annual Teachers' Institute was held November 17, 18, and 19 at Balboa Park. Mrs. Ada York Allen, County Superintendent of Schools, reports that the Institute was a marked success. Teachers were particularly interested in teacher participation in the various sectional groups which were arranged, and the beautiful Balboa Park environment contributed greatly to making the occasion socially successful. Dr. Walter F. Dexter, California Superintendent of Public Instruction, was the speaker at the annual meeting of the San Diego County Teachers' Association and at the Combined Luncheon of Phi Delta Kappa, County Secondary Administrators' Association.

Library News

Edited by MABEL R. GILLIS, State Librarian

SIXTH ANNUAL CONFERENCE, SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

By Maurine S. Hardin
University High School, Oakland

"Building Morale Through Books and Reading" was the inspirational theme of the Sixth Annual Conference of the School Library Association of California, which was held in Fresno, at the Hotel Californian, November 15 and 16.

Jessie Boyd, President, welcomed the members and guests and introduced Mayor Leymel of Fresno, who gave a most cordial greeting, stressing the theme of the conference as a desirable one. Another sincere greeting came from Mr. Sanford, a member of the Fresno Chamber of Commerce and the Board of Education.

Two Months at A.L.A. Headquarters

After the introduction of the State and Section Officers, Jewel Gardiner talked on "Two Months at A.L.A. Headquarters." Miss Gardiner took the place of Mildred Batchelder in the School and Children's Division while Miss Batchelder was teaching at the University of Chicago during the summer. Miss Gardiner spoke of the impressiveness of the busy, quiet Booklist Office, where books are evaluated; of the Publications and Editorial Department, and some of the outstanding publications, and of the Personnel Division, which has a complete, active file of librarians and carries on a great deal of placement work.

Of particular interest to Miss Gardiner was the National Fellowship Conference at Ann Arbor, which she attended. This was held in the United States for the first time. It was international, with the talks given in Spanish, translated by interpreters. The delegates were outstanding educators from various countries. They urged that English books be translated into Spanish more frequently, and Spanish books into English, to further the exchange of ideas. Cheaper publishing prices were urged, to enable more people to buy books, and to further mutual understanding. An American library is being started in Mexico City, which will be similar to the American Library in Paris, after the first world war.

Miss Gardiner is convinced that librarians need to do a better job of enlightening their public, both school and otherwise, as to the facilities at hand in their libraries, for much of the correspondence that she received at A.L.A. could have been immediately answered without such correspondence if the public was conscious of the library materials available locally.

Since the formation of the A.L.A. Division of Libraries for Children and Young People was completed during the summer, Miss Gardiner then introduced Edith Titcomb, who is the Chairman of the School Libraries Section of this new division. Miss Titcomb gave details concerning the formation of the section, at the same time mentioning several Californians who are represented in this division.

Print, Radio and Films in a Democracy

Louise Roewekamp told of attending "The Institute on the Implications of Print, Radio and Films in a Democracy," which is an "In-service training for librarians who may be concerned with communications in the years to come." This material will appear as a separate A.L.A. bulletin. In concluding her report, Miss Roewekamp said, "The librarian's ignorance of his own potentialities prevents him from assuming the role he should play. The librarian is at the peak of the best in communication, the peak of the reading population, and the peak of commercial distribution—he should take a hand in these matters."

Group Meetings

Group meetings arranged by Jewel Gardiner, the general chairman, proved to be extremely worthwhile for each grade level, with specialists in each field presiding.

The Elementary Section was in charge of Jasmine Britton, Supervisor of Libraries, Los Angeles Public Schools, who presented the problem, "How can morale be built? Is it through feeling that you have a personal contribution to make to the group, or is it through the certain values you find when you read?" In developing these certain values found in reading, books were suggested which would be helpful. For a sense of security: H. W. French, *Lance of Kanana;* Armstrong Sperry, *Call It Courage.* For tolerance (active, not passive): Doris Gates, *Sarah's Idea;* Marjorie Fisher, *Palaces on Monday;* Kate Seredy, *Singing Tree.* For the socially ill-adjusted: *Pro-football* and many of the William Heyliger books. Planning for the future (democracy, manners, domestic virtues, etc.): Kate Seredy, *Tree for Peter.* For humor: *Paul Bunyan.* For any of the levels of grades: *Nonsense Poems.* Everyday Americanism: Phil Stong, *Honk, the Moose;* H. C. Hollings, *Paddle to the Sea.* Working against obstacles: Kathryn Worth, *Middle Buttons.* The following lists were suggested: J. C. Roos, *What Shall We Read Next?* (the books are listed in the order of difficulty); *Invitation to Read* (a new edition has been published by the New York City Mayor's Committee for the Selection of Suitable Books for Children).

Elsa Neumann, Librarian, Everett Junior High School, San Francisco, presided in the Junior High School Section, where they discussed types of books that help build morale. Miss Neumann opened the meeting with a clarification of the meaning and implications of morale.

Madeleine Riffier, Librarian of Francisco Junior High School, San Francisco, spoke on guidance books. She said that the purpose of guidance is to discover the psychological, physical, social, and economic factors that have undesirable effects on the child, to make the child aware of them, and to seek methods to combat them with favorable influences. She discussed books for the child's social development, his educational and vocational guidance, and emphasized the importance of "setting the stage" before offering a child any certain book to read—creating a desire for that book. She said that librarians must help to answer the question of what will happen to the child after junior high school so that he may have a feeling of security and confidence.

Catherine Stalford, Librarian, Marina Junior High School, spoke of books about great personalities, stating in opening that an interest in truth prevails in the junior high mind, and a tendency to hero-worship. She emphasized the need for presenting a reason for the reading of a book offered to the child. She showed how the social science, music, English, and physical education teachers can stimulate the reading of biographies by building in the child a desire to know the prominent and successful people in these fields.

Lelia Price, Librarian, James Lick Junior High School, cited a dozen or more books and commented briefly on each of them as a contribution toward morale building. She remarked that there was among the new books a predominance of patriotic literature.

Senior High School Group

Mrs. Elizabeth Madison, Supervisor of School Libraries, Oakland Public Schools, presided in the Senior High School Section. She spoke of reading as a vicarious experience which we, as librarians, are asked to provide to compete with real life. Likewise, abstractions are things we ask young people to be interested in through vicarious teaching. Democracy is one of the abstract things. What approach shall we make in developing the use of books and materials by teachers?

Edna Browning, Librarian, Roosevelt High School, Oakland, was introduced to discuss defense materials. She called upon Harriett M. Baker, Monterey High School, to tell of their defense courses. Miss Baker spoke of their proximity to Fort Ord and the contacts with the soldiers there, who come to see the school, or to participate in certain courses offered. Opportunity is provided for the students to entertain the soldiers, and they eagerly look forward to going to the camps to put on plays or other entertainment.

Eugenia McCabe, Librarian, Castlemont High School, Oakland, was asked to tell of the use of biography for the development of ideals in children. She mentioned the five themes for children as stressed by Armstrong Sperry in a recent talk to librarians, and suggested books she had found particularly adapted to the development of courage, honesty, justice, integrity and loyalty, in building morale. Her choice of books was limited to those published within the last five years:

For courage for girls, the new book by M. M. Pace, *Clara Barton,* shows a definite kind of courage; for boys, a book about Walt Whitman, whose poetry was influential, thereby serving a double purpose, the new biography by Babette Deutsch, *Walt Whitman, Builder for America;* for integrity of character the book by Jeanette Eaton, *Narcissa Whitman,* demonstrated the ideals of the American spirit to boys and girls; justice and love of humanity are shown in the splendid biography of Gertrude Hall's *Nansen,* who said, "I see further ahead a new world, and I want to build it." *Haym Solomon, Son of Liberty,* by Howard Fast, represents honesty: Solomon was a Jewish refugee who makes the effort to pay back the freedom given him by his new country. It is amazing and would be inspiring to boys and girls to see what one individual accomplished. *Alexander Hamilton, Man of Action,* by J. J. Smertenko, which has just been published, shows loyalty to country, and a great faith in this new government represented in the plans of its leaders.

In closing Mrs. Madison spoke of the influence of books upon human relations. She mentioned two very strong books which have come from England. *"The Token of Freedom* is given to all English children who are sent to America and is not available otherwise. It is an extremely moving book telling of the background of their race, containing a little of the Bible, a little of Shakespeare, a little of Milton.

"The most appealing and tragic book I ever held is *Fear No More,* a book written by the modern English poets. None of the poems are signed, for all personality is submerged in the revelation of the British destiny." Explaining that a board had selected the contents from the works of living poets, Mrs. Madison continued, "It is what England considers the best that has been said."

Junior College and Teacher's College Section

Lillian L. Dickson, Librarian, Santa Ana Junior College, presided in the Junior College and Teacher's College Section. Instead of a symposium, this section had a forceful speaker from Fresno State College, Dr. John Brown Mason, who spoke on "Libraries and Public Morale in Times of Crisis." Dr. Mason warned against skepticism and cynicism in our students, stating that these attitudes would be the result of our teaching if they developed. Many students are trying to adjust themselves, and we have the opportunity of helping them build morale through their reading. Dr. Mason mentioned four ways more reliable than those in use at present to help students make a preliminary survey of the contents of books:

1. Instead of using the blurb which frequently misrepresents the contents, the background of the author could be given with a statement showing whether he is an authority, what his bias might be, and how he came to write such a book.

2. Carefully chosen excerpts of reviews could be given after getting reviewers who were authorities in the field.

3. References could be given to material showing opposite points of view for the student to use for comparison in forming his opinions after reading the book.

4. Encouragement should be given students to read books like *Mein Kampf,* edited in such a way that they would show the background and the propaganda for what they are. He suggested having stu-

(Continued on page 16)

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California School Trustees

Official Bulletin, California School Trustees Association
Edited by FLORENCE C. PORTER, Executive Secretary

NEW BULLETIN TO BE ISSUED

It is with both pride and regret that we sever our official connection with THE WESTERN JOURNAL OF EDUCATION as this issue goes to press; pride that through consistent effort our Association has grown so large that it seems advisable to publish an official bulletin of our own, and regret at terminating our pleasant and profitable association with the Harr Wagner Publishing Company.

We have felt during the past few years, that it has been an honor to have a part in carrying on THE WESTERN JOURNAL OF EDUCATION. This was the first educational magazine to be published in California and since 1852, under several ownerships, the Journal has played an important part in California public education. We have not been unconscious of the friendship and cooperation of all members of the Harr Wagner Publishing Company, and our appreciation is publicly expressed to Miss Morris Wagner and her able staff.

The Board of Directors of the California School Trustees Association, with the approval of the Advisory Board, has authorized the publication of an official bulletin to go to every school trustee in each member district. This bulletin will be published quarterly, the December issue to be combined with our 1941 Yearbook. We believe in this way we will be better able to further the interests of public education in California, and to assist in keeping our members informed of educational and legislative developments.

The columns of our bulletin will be open not only to school trustees, but also to administrators, business officials, school employees both certificated and noncertificated, and to other interested citizens.

WHAT IS OUR RESPONSIBILITY IN THE WAR EMERGENCY?

The immediate response of school people in every part of California to the need for careful study of precautions and programs necessary in the present unexpected circumstances, has already developed many tentative plans for the protection of pupils and school property, but it will be necessary as time goes on to standardize these rules to a certain extent. At present it would seem desirable that school trustees should be particularly alert to the need for their own cooperation with other established public agencies, and that they should inform themselves of the plans of county and city protective officers and coordinate their own activities accordingly.

It is possible that a statement to school trustees may be issued in the near future, which may serve as a guide in working out plans for individual school districts. In the meantime all schoolboard members are urged to study the problem in their own community, and be prepared to take action if necessary.

Some of the rules laid down in cities along the Coast are of general value, and are quoted below:

An important responsibility in this wartime situation would seem to be that we help children to continue to live as normally as possible within the school, and to attempt to overcome at school the effect of outside influences which lead to instability, uncertainty and unhappiness in our children. It is imperative that we give to our children a sense of security, that we develop poise and balance in them, and that we help them to build a foundation for sound mental health.

Develop a definite program of patriotism—stressing American ideals and privileges and accompanying obligations and responsibilities, to the end that we all through sacrifice and unselfishness may work together to ultimate victory.

Air Raid Refuge—The Office of Civilian Defense has advised each school to choose places of safety which are known as air raid refuges. In most instances the large inside halls are the most suitable places. Pupils should not remain near windows or other open areas. If they remain in rooms they should be near the inside walls. Avoid extreme crowding of pupils. Pupils must remain in groups under the supervison of teachers. When the air raid alarm is sounded, all pupils should move to the places designated for air raid refuge in each building.

In schools with two floors—Pupils in rooms on the second floor should march down to the first floor of the building under the supervision of the teacher, and remain there until the all-clear signal is given. These pupils should assemble in the halls at assigned places, or in vacant rooms if available. Pupils located on the first floor should remain in the rooms but should be near the inside walls. In the event of an actual air raid, the pupils in the rooms should lie down on the floor, but for purposes of drill the pupils should merely move near the inside walls.

Pupils should not be taken to basements or other points below ground.

Do not stand near openings such as windows or doors.

If pupils are on the playground when the air raid alarm is given, they should return to the buildings under supervision of the teacher.

School signals should be distinct from those employed for fire drills. It is suggested that the signal for an air raid be an intermittent staccato sounding of the bells for a period of fifteen seconds. The all-clear signal would be a continuous sounding of the bells for fifteen seconds.

Evening meetings are to be discouraged for the present.

Radios should be available in or near the Principal's Office for reports which will come on the hour or half hour. Radios are not to be used in classrooms for the purpose of receiving war news.

Principals should check on the location of the following:

a. Fire alarm boxes in the school.
b. Nearest off-ground fire alarm boxes.
c. Fire extinguishers.
d. Main electrical switches.
e. Gas shutoff valves.
f. Water valves.

NEW SCHOOL PLUNGE AT EL SEGUNDO COMPLETED

The El Segundo Plunge, just completed, is one of the most modern and most complete buildings in Southern California. It was opened to the public November 13 with an elaborate program.

The plunge is located on the elementary public school site, and the style of architecture corresponds with that of the existing group. The building structure is of concrete and steel. The footings, walls and floors are of reinforced concrete. The roof trusses span 110 feet and are fabricated of structural steel. The roof decks are covered with pressure-treated lumber to prevent fungus decay.

The entrance to the pool is by way of a spacious foyer from which are passages to the bleachers, showers and dressing rooms. The large pool is 60 by 75 feet, having a maximum depth of 13 feet. This is a standard size pool and will permit various types of competitive races. There are eight swimming lanes designated by six-inch black lanes. The diving equipment consists of a one-meter and a three-meter diving board. The deep end of the pool provides for a standard water polo field.

The junior pool is 20 by 48 feet and slopes from a two-foot depth at the shallow end to a three-foot depth at the deep end.

The large pool holds 251,000 gallons of water. For each bathing day there will be a complete turnover of water, although the equipment has the capacity of giving three complete turnovers. Filtration and chlorination keep the water clear and pure.

Both pools and the promenade decks are completely lined with ceramic tile of pleasing color. On the east and west side

of the pool are bleachers which seat approximately 450 spectators. Under the bleachers are the shower and dressing rooms for the boys on the east side and the girls on the west side. The shower rooms have tiled floor and walls with Tennessee marble slabs for the girls' dressing rooms. The public washrooms are located on the mezzanine above the entrance foyer and are accessible from the bleachers.

All windows are steel sash specially treated to prevent corrosion. The building is well lighted by a continuous row of windows at the bleacher level and another row above at the clerestory. The low pressure steam plant is located at the northeast corner of the building. Steam is generated and supplied to the fan-propelled heating units throughout the building, to the storage tank for hot shower water, and to the heat exchanger for heating the pool water. The steam plant is automatic and fully controlled by thermostat. A feature of the building is the location of the filters, pump, chlorinator, and heat exchanger in full view of the spectators.

El Segundo Plunge was designed, and the construction supervised, by John C. Austin, architect, and the building was constructed by W.P.A.

CONVENTION OF NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

By Lawrence W. Tice, *Chairman, Publicity Committee, N.V.G.A.*

The national convention of the National Guidance Association will be held in San Francisco on February 18, 19, and 20, 1942, at the Mark Hopkins and Fairmont hotels.

One of the most important features of the convention this year will be the participation of outstanding representatives from schools, employment service, industry, labor, and the National Resources Planning Board. These representatives will contribute information that will be exceedingly helpful to school and college counselors as well as for all persons concerned with vocational guidance now faced with new problems due to the changing pattern of job opportunities brought about by the defense program as well as by the war itself.

The subject of the opening meeting will be a discussion of the problem of the necessity for conservation and utilization of human resources through long-range vocational guidance.

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Some of the discussion problems will deal with vocational guidance in metropolitan areas and small communities, occupational trends and opportunities in business and defense industries, as well as selection of individuals and their adjustment in industry. Section meetings will deal with specific techniques and problems of vocational guidance placement and personnel work directed toward occupational adjustment.

The program chairman has been fortunate in obtaining talent to take part in this program representing all parts of the country. A few of the outstanding leaders are: Dr. John W. Studebaker, Federal Commissioner of Education, who will lecture on the subject, "Vocational Guidance, a Bulwark of Defense"; Lieutenant Colonel Willard S. Paul, in charge of Personnel Procedures Section of the Adjutant General's Office; Dr. Walter V. Bingham, Chief Psychologist, Personnel Procedures Section of the Adjutant General's Office; Dr. C. L. Shartle, Chief, Occupational Analysis Section, U. S. Employment Service; Dr. Howard M. Bell, Director, American Junior Red Cross, Eastern Area; Dr. Paul R. Hanna, Consultant, National Resources Planning Board; Joseph Meade, Personnel Director, Canada Dry Corporation. There are, of course, many other outstanding persons from industry and education who will take an active part in this program, the climax being reached when the principal guest speaker of the convention, Dr. Lewis M. Terman, noted Professor of Psychology, Stanford University, presents his talk at the annual banquet, Thursday evening, February 19, on the subject, "Vocational Success of Intellectually Gifted People."

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(Continued from page 13)

dents read, review, and summarize, under the guidance of the librarian, thus enabling them to learn to evaluate and to have faith in their own judgment.

Contribution of Books to Living

The Fresno librarians were commended for bringing their principals to the banquet. Following greetings from Mabel R. Gillis, State Librarian, and Dr. Frank W. Thomas, President of Fresno State College, Miss Boyd introduced Irma Brink, Librarian of Woodrow Wilson High School, Los Angeles, who introduced Amelia H. Munson, speaker of the evening. Miss Brink expressed great appreciation of Miss Munson's classes at U. C. L. A. three summers ago when their teacher had "dispelled a stodgy schoolma'am attitude toward good books." Miss Munson, who is from the New York Public Library and Columbia University, School of Library Science, spoke of the contribution books make to living, "for the contents of books light up a man's life and bring color into it—and here, indeed, is 'An Unextinguished Hearth.' "

For her evening of poetry, Miss Munson had chosen her title from lines in Shelly's "Ode to the West Wind"

"Scatter, as from an unextinguished hearth
Ashes and sparks, my words among mankind!"

"We have an obligation to discover ways of sharing the richnesses within books. The famishing human spirit is strong again after reading or remembering books like *Les Miserables, Aeropagitica, Paradise Lost,* etc. 'I will lift up mine eyes. . . .' It is enough that these words were spoken—who cares when they were written."

At the Sunday morning meeting the President, Jessie Boyd, presided at the business meeting, following the reading of the minutes and communications by the Secretary, Elizabeth Patton. Plans of the year were presented by the two Section Presidents, Hope Potter, Librarian, South Pasadena High School, and Helen Bullock, San Jose State College Library.

Elizabeth Patton introduced the speaker, Felix Riesenberg, Jr., author of *Golden Gate* and *Full Ahead,* who talked about trends in books for children and young people. He said, "Care should be used by writers to choose subjects about which they know so as to present accurate terminology and details. A book is not literature, or even good reading, if it is untrue."

Book Reviews

From Ginn and Company

English Patterns by Johnson-Bessey-Ryan. Price, $1.48. This book, like the other books of *Daily-Life-English,* Senior Series, carries out the principles set forth both in the Experience Curriculum and in recent criteria set up by the *English Journal,* wherein it was pointed out that there is not necessarily any connection between skill in grammar and power in expression. Consequently the pupil arrives at a desire for expression through his interests in activities, and in the expression of that interest in these activities he comes to the necessity for knowledge of grammar and sentence constructions as a tool. To teachers who prefer the activity point of view the books of this series have great appeal because they are modern and inspirational. At the same time they are thorough in the treatment of grammar, sentence structure, and the building of paragraphs. *English Patterns* is to be noticed especially for the rich opportunity it offers for specialization in the various fields of speaking and writing, with wide opportunities for the student to exercise his own originality of thought and expression in creative writing. The following opportunities for specialization are among those offered: essay writing, experiments in the writing of verse, reviewing books, commenting on radio programs, reviewing motion pictures and plays, practice in writing short stories, newspaper interviewing, writing up interviews, writing news stories, feature stories, and editorials, writing and acting plays, writing business letters and reports.

From the Educational Policies Commission

The Education of Free Men in American Democracy. Price, $.50. This is the fifth volume published by the Educational Policies Commission in its series entitled *Education in American Democracy* and it served as a springboard for the important conference held by Stanford University last summer, "Education for the National Emergency and After," in which William G. Carr, Secretary of the Commission, participated actively. This volume describes clearly and realistically the present threat to democracy, and appeals to American people to give as close attention to the moral quality of their education program as dictatorial regimes have given to theirs. It is stated that Americans should fashion an education designed to prepare their children to guard, to live in, and to develop a free society. More particularly education must be designed to give to the rising generation the loyalties, knowledge and discipline of free men. If the "free man" has no grasp of the sources of his faith, he is not truly free. Since one of the major articles of the democratic faith is that the human mind can be trusted and should be set free, democracy must be devoted to the advancement and dissemination of knowledge and understanding. The spirit of inquiry should be fostered, channels of investigation kept open, and neither vested rights or special privilege should be permitted to halt this process. The discipline necessary to free men is not achieved by allowing the young to follow their own impulses and to take over the process of education but through a school environment and a school life organized deliberately to give boys and girls experience in democratic living.

From D. C. Heath and Company

Growing Up (Grade III), Turner and Hallock. Price, $.72. Keeping Safe and Well (Grade IV), Turner, Clough and Curl. Price, $.72. Two of the books in the *Health - Safety - Growth Series. Growing Up* presents a health-behavior program based upon the experiences of two city children during a summer in the country. The experiences of these two children are of interest to both urban and rural children and through the medium of this story-interest permanent practices in healthful living are built up. The child is encouraged to develop a favorable attitude toward diet, cleanliness, sleep, fresh air, proper clothing, and safety. *Keeping Safe and Well* reflects the increasing responsibility and broadening interests of the child as he comes into the fourth grade. Interest in activity being one of the strong characteristics of children at this level, the approach to health is made through an up-building of attitudes of sportsmanship and fair play, teamwork and cooperation. Materials for strengthening health habits are integrated with convincing stories and instructive activities that give the pupil awareness of his place within the community. Safety is presented in a vivid way by means of a simple puppet show, a number of stories, and other materials and projects.